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ABSTRACT

This handbook offers suggestions for action to protect the interests of vocational-technical education. Part 1, Advocacy, has four parts: why vocational-technical education professionals should get involved in the legislative process; guidelines for communicating with one's legislator through personal visits, letters/e-mail/faxes, telephone calls, fact sheets, and site visits; guidelines for presenting testimony; and suggestions for political action committees, coalitions, public information campaigns, and individual activities. Part 2, the Legislative Process, provides information about the makeup and workings of Congress. Topics include branches of government, membership, leadership, path of legislation, congressional players, and congressional staff. A glossary of legislative terms is provided. Part 3 discusses participation in the American Vocational Association's (AVA) public policy efforts and congressional resources. It presents information about the benefits of vocational-technical education for use in making one's case and typical questions about school-to-work and vocational education with answers. Appendixes contain the following: federal administration addresses; congressional leadership; committee rosters; state level decision makers; and telephone numbers and addresses of members of Congress. A supplement has the following contents: AVA 1997 legislative award recipients; status reports of relevant legislation; and three position papers: "Fiscal Year 1998 Funding Request"; "Connecting Education and Careers to Prepare America's Students for Success in the Global Workforce;" and "AVA Recommendations for the Reauthorization of the Higher Education Act." (YLB)

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CREATING CONNECTIONS
Legislative Handbook

A Complete Guide to the 105th Congress— and to Advocating the Economic and Social Value of Vocational-Technical Education to Policy Makers

CE 073 643

Providing Educational Leadership in Developing a Competitive Workforce.

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AVA — REPRESENTING YOUR INTERESTS!

AVA successfully carried your message to Capitol Hill and protected the interests of vocational-technical education, in spite of efforts to significantly reduce the federal investment in vocational education during the last two years. With the joint efforts of AVA and many AVA members, we:

- ✓ Turned a proposed 28% reduction in FY96 funding into a 2% increase for vocational education
- ✓ Increased federal support for vocational education in FY97 by an additional 7%
- ✓ Raised the Pell Grant maximum award to $2,470 in FY96 and $2,700 in FY97
- ✓ Defeated attempts to decrease funding for vocational education under proposed block grants
- ✓ Utilized the efforts of business leaders to promote vocational-technical education to legislators
- ✓ Improved the image of vocational-technical education on Capitol Hill

These efforts would not have been successful had it not been for the active participation of all of our interested stakeholders: teachers, administrators, counselors, students, parents and business leaders.

The 105th Congress will be even busier than the last. Congress will focus on:

1. **Development of new vocational education legislation**
2. **Reauthorization of the Higher Education Act**
3. **Revisions to the new welfare reform law**
4. **Determination of FY98 funding levels**
5. **Creation of a new job training bill**
6. **Development of new adult education legislation**

WILL YOU HELP?

To continue our success, **we need your help**. Many decisions made now will affect your program, your school, your students and your career. Included in this handbook is an application for the AVA Legislative Network. This free service, available to AVA members only, will assist you in understanding what is going on in Congress, how proposed legislation may affect your program and what you can do to positively affect the outcome.

Please consider joining in AVA's public policy efforts and making this year our most successful ever!

For more information, please contact the AVA Office of Government Relations at 800/826-9972.

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CREATING CONNECTIONS

Legislative Handbook

A Complete Guide to the 105th Congress— and to Advocating the Economic and Social Value of Vocational-Technical Education to Policy Makers.

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Advocacy

ADVOCACY

Why Be an Advocate?

Legislative activities at the federal, state and local levels affect all aspects of vocational-technical education. At the most basic level, lack of support can mean the elimination of programs. Conversely, appropriate funding for vocational-technical education can allow an increase in the number of individuals served by a specific program.

Why get involved in the legislative process? Because the future of vocational-technical education depends on the advocacy of vocational-technical education professionals. They must play an active role in the legislative and regulatory arena to affect federal policy regarding vocational-technical education.

Groups, like the American Vocational Association, derive their influence from the fact that they represent concentrations of voters, also known as constituents. Constituent pressure is a very effective tool. Legislators listen to what their constituents have to say, especially if they are visible and persistent in communicating their cause. After all, these are the people who voted the legislators into office and will vote again in the next election. They do listen to what you have to say. Your grass-roots advocacy efforts can make a difference in future congressional decisions.

Opportunities for Advocates

The following are some of the actions **you** can take to make a difference in the legislative process:

- AVA Legislative Efforts
- Personal Visits
- Letters/E-mail/Faxes
- Telephone Calls
- Fact Sheets
- Site Visits
- Testimony Presentation
- Coalition Building
- Political Action Committees
- Public Information Campaigns

Communicating with Your Legislator

One of the most important actions you can take in support of vocational-technical education is to develop rapport with a legislator and his or her staff. Getting to know each other and helping them to understand vocational-technical education is the most effective way to influence the legislative process. As a vocational-technical education professional, you need to develop an ongoing relationship with your member of Congress in which there is two-way communication.

Members of Congress want to hear from their constituents — and they will listen. Each member must consider a vast number of issues. These issues are divided among staff who are responsible for following legislative activity and constituent support for each of their assigned issues. A staff member may be responsible for 20 or more broad issues and is seldom an expert in all of them. They rely on a multitude of resources to keep them knowledgeable on these issues, including groups like AVA and individuals like you.

Vocational-technical education professionals must be proactive and offer themselves as a resource to members and their staff. You are in an excellent position to provide them with information about your programs and how these programs affect the community. Once you have developed a working relationship with the member and his or her staff, they will look to you more often and ask for your input as these issues come forward. By establishing yourself as a reliable source of information, you are improving your access to the member. Keep in mind that as your issues come before Congress, it is much easier to ask a friend for something than it is to ask stranger.

General Guidelines

Educators' strength lies in their ability to effectively communicate information. This is important in teaching students as well as influencing policy makers. There are many options available for communicating with policy makers: letters, e-mail, faxes, telephone calls and personal visits.

Logic dictates that if you are trying to influence something that is going to happen immediately, e-mail, faxes and phone calls are the best option. However, if you need to provide detailed information and have a longer period in which to work, a personal letter is more likely to get the legislator's attention. Whether you write, call or visit your legislator, there are some basic guidelines that are applicable to all methods of contact. They are:

- Know Your Legislator. Learn as much a possible about the legislator and where they stand on issues. How have they voted in the past? What is their political philosophy? Legislators who support your position can help you develop your strategy; those who "don't know" need lots of your attention; and those who are opposed can sometimes be persuaded to change their minds. Never assume what your legislator thinks — find out.

- Identify Yourself. Identify yourself as a constituent by providing your address, location of your school and congressional district. Identify yourself as a vocational-technical education professional and give your area of expertise. In addition, identify yourself as a member of AVA and your state or local group or organization.

- Be Prepared. Know your issue and the impact of the legislation or program you support and the impact it will have on your school, organization or local community, and, if appropriate, on the nation as a whole. Keep abreast of issues through AVA resources and contact AVA if you have any questions. The same is true for state associations in state-level advocacy.

- Be Specific. Be specific and state the action you want the legislator to take: vote in a certain manner, introduce legislation, co-sponsor a bill or make a floor statement. If the member expresses support for your position, hold him or her to that commitment. Whenever possible, refer to a specific piece of legislation or public law by its number.

- Be Concise. Be concise in your written or verbal communications. Legislators and their staff have limited time to devote to any one issue. A one- or two-page fact sheet can summarize your points and is more likely to be read and filed for future reference than a 10-page document. In face-to-face meetings, highlight key issues and leave behind a fact sheet as a reminder of essential points you want the legislator to have at hand.

- Be Constructive. Be pleasant, polite and use a "soft-sell" approach even if a legislator does not agree to support you in a specific instance. If there are problems with a particular program or bill, admit it and identify alternative solutions. Do not threaten or make negative comments. You are looking for a continuing relationship and will probably need the legislator's support on other issues in the future. In the meantime, feel confident that you have shared your information in positive manner.

- Follow up. Follow legislation throughout the legislative process and be prepared to contact your legislator several times on one issue. You can contact the legislator prior to a committee vote, before a floor vote or when there is a lot of press activity on the issue. Keep the pressure on him or her by your continued contact on the issue.

- Continue Rapport. It is important continue developing rapport with your legislator and his or her staff. In addition to contacting them about specific legislation or issues, it is appropriate to: congratulate them on honors received or elections won; thank them for a positive vote on your issue or an actions taken that are important to the community; or to share positive information about your program.

  Legislators appreciate, but seldom receive, thank you letters for actions taken. Be among those who show appreciation for their support.

Sharing an news article or research study on your program with your legislator is an ideal way to promote your program and highlight the impact it has made on the legislator's constituents. This is an easy way to promote your program and continue developing rapport with the legislator. You are also giving them information they can use to justify their support of your program.

- Update AVA. Use the Congressional Visit Report Form in this book to share information regarding contacts with your legislators with the AVA Government Relations staff. It is important for the AVA staff to hear about your legislator's support or opposition to positions, willingness to co-sponsor legislation or other issues.

Personal Visits

Personal visits with your legislator are an effective method of grassroots advocacy. These visits are often lay the groundwork for future communication with the legislator and his or her staff. A face-to-face meeting can be held in Washington or in the member's district office.

To make your meeting more effective:

- Make Your Appointment In Advance. Call your member's office and request a meeting. Identify who you are, who you represent and who will attend, state the time required (15 - 30 minutes is typical) and the subject you want to discuss. The day before the appointment, call to confirm.
- Be On Time. Capitol Hill is a busy place and time is of the essence.
- Establish Rapport. After introductions and handshakes, start the meeting with a comment about mutual interests (friends, activity in the state, a recent vote) to tie you or your program to the legislator.
- State Purpose of Your Visit. Tell the member who you represent, what you want to talk about and why you are talking with him or her. If you are advocating for a specific bill, be sure to refer to it by number, explain its status and indicate what action you would like the member to take.
- Select a Spokesperson. If there are two or more people going to the appointment, identify a spokesperson who can lead the discussion and ask other members of the group to speak as the discussion moves along.
- Use Your Expertise and Share Success Stories. You are there to share your expertise on the issue you're discussing. Be prepared to share brief anecdotes and success stories to make your point. Be sure to identify how your member's constituents are or will be affected.
- Listen Carefully and Answer Questions Truthfully. Allow the legislator to share his or her insights or positions with you. Though you may not agree with the views expressed, this gives you the chance to respond based on your knowledge and experience. Listen carefully and identify issues of concern to the member. Answer all questions to the best of your ability. If you do not know the answer to a question, say you don't know and promise to find the answer and get back to them.
- Summarize Major Points. Wrap up the meeting by summarizing the major points of discussion and leave behind a fact sheet with your name, address and phone number.
- Leave Promptly. At the end of your allotted time, thank the member and his or her staff member for their time and leave promptly.
- Follow-up. Send a thank you letter to the member and his or her staff and take the opportunity to once again summarize your main points. If you have promised to send additional information, do so promptly.

Letters/E-mail/Faxes

Never underestimate the power of a constituent's letter. Letters expressing a given viewpoint can change a legislator's mind and are particularly helpful when that legislator is wavering on an issue. Personalized (even handwritten) letters

from constituents, on their own stationery, are the most effective. If the letter needs to be there immediately, consider faxing or using e-mail and mailing the original. It is important that letters be as simple and clear as possible. To make your letter more effective:

- Keep It Short. Limit your letter to one or two pages. Follow the sample letter format provided in this section.
- Use Appropriate Address and Salutation. Use the correct title, address and salutation and spell each correctly. The following forms of address and salutation are recommended:

To Senators:	**To Representatives:**
The Honorable (insert full name)	The Honorable (insert full name)
United States Senate	U. S. House of Representatives
Washington, DC 20510	Washington, DC 20515
Dear Senator (insert last name):	Dear Representative (insert last name)

- Be Positive. Legislators, like most of us, respond best to praise, not criticism. Tell them you supported them in the past (if you did) and how you need their help. It is also appropriate to acknowledge their previous support on this or other issues.
- Ask For a Reply. When they do reply — and they almost always will — write again. Compliment positive actions taken or encourage reconsideration of actions not taken. When a legislator differs from your position, his or her response may include such language as "careful study" or "due consideration" or "keeping your comments in mind." These are often negative indicators and do not show commitment. Write back for clarification. Doing so lets the legislator know that you are not easily misled, are serious about the issue and are following his or her actions carefully.
- Establish Yourself as a Resource. You are an expert in your field and can offer to provide additional information regarding the field, the issue and the impact of proposed legislation. The AVA has materials you can use in this effort.
- Write Neatly. Handwritten letters can be as persuasive as typed letters. But your points must be readable to be understood. Generally, if you are writing in a capacity related to your employment, as an administrator or teacher for example, type the letter. It lends professional credibility. If your letter is part of a letter writing campaign, you can hand write the letter, since it gives the appearance of a grass-roots, "ordinary citizen" response, rather than one from a "special interest."

Sample Letter to a Member of Congress.

Your Name
Your Address
Date

The Honorable (insert full name)

U.S. House of Representatives or Senate
Office address
Washington, DC (ZIP for Senate is 20510; House, 20515)

Dear Representative or Senator (insert last name):

INTRODUCTION

- Identify yourself
- Briefly reference your occupation, business or organization
- Identify your purpose in writing

PURPOSE OF LETTER

- Explain why you are writing
- Reference bill by name and/or number, if appropriate
- Give facts, figures, and/or personal experiences and anecdotes that support your position

CLOSING

- Request a reply indicating his or her position regarding your request
- Establish yourself as a resource
- Thank the member of Congress for his or her consideration of your position

Sincerely,

(sign your name)

Telephone Calls

Telephone calls can serve as an emphatic follow-up or a quick way of informing legislators or theirs staffs of your position or wishes. When calling, leave your name, phone number, address and a brief message.

Telephone calls are especially effective during the 48 hours immediately preceding consideration of a bill. Proper timing can increase the power of a telephone call. Staff and legislators can't avoid getting the message from a constantly ringing phone as the time of a decision on a major issue approaches. Hours of steady rings have been known to change the response from "thank you for calling" to "the member of Congress is definitely backing the proposal."

Fact Sheets

A fact sheet is an extremely effective way to communicate information about critical and complex issues to members of Congress or other policy makers. Although fact sheets do not take the place of one-on-one communication, they can reinforce what you say in person and can be left behind or included in a letter as a reminder of essential points that you want the legislator to have at hand.

Almost any subject can be summarized and presented in a manner that focuses attention on the key issues using the fact sheet format. You can prepare persuasive fact sheets that will make your points eloquently and concisely by following these guidelines:

- Focus Your Topic Narrowly. Do not try to communicate everything you would want legislators to know about your vocational programs in one fact sheet. Zero in on one issue for exploration. If you are asking for increased funding, you might prepare a fact sheet that explains why the funding is needed, how it will be used and the benefit that will result to your state or community.
- Organize the Information for Impact. A good fact sheet contains a number of sections organized in a logical sequence. The fact sheet may follow a question-and-answer format or sections may be defined with a series of headings and subheadings. It should be easy for the reader to scan the headings or questions and focus in on certain segments of the fact sheet which are of particular interest.
- Start with a Statement of Purpose. Your fact sheet should always begin with a brief summary statement regarding its purpose.
- Follow up with a Series of Points to Make Your Case. The heart of your fact sheet should defend, reinforce or explain your summary statement.
- Conclude by Telling Readers What Action You Want Them to Take. If you are requesting support of a specific bill, conclude by asking legislators to vote for the bill. If your fact sheet is addressed to voters and you want their support of a specific proposal on the ballot, state specifically how the issue will appear on the ballot and ask for their "yes" vote.
- Keep It Brief. Fact sheets are designed to convey complex material in a concise format. State your purpose briefly. Follow up with the points that support your proposal, each stated succinctly, and conclude with a one-sentence statement of the action you want your readers to take. One, two or four pages are the preferred lengths for fact sheets. The number of pages depends on the amount of information that needs to be presented.
- Strive for a Polished, Professional Look. You do not need to spend a lot of money to achieve an attractive, eye-catching piece. You may want to use colored paper to make your fact sheet stand out from other handouts. You also should use a logo or nameplate that clearly identifies your organization.
- Allow for Follow-Up. Make sure your fact sheet contains the name, address and telephone number of a contact person in case a reader wants to request more information.

- Distribute Your Fact Sheet Widely. Producing a well-documented and attractive fact sheet will take considerable effort. Make that effort pay off by distributing your fact sheet to a large audience. Identify all the groups that might benefit from your message and make sure they all receive copies.

- Keep Documentation of Your Facts. A well-done fact sheet presents a wealth of information in a compressed format. Readers may want more details and specific citations of your sources. Be ready with this information.

Site Visits

You have a great vocational education or school-to-work program. So why not show it off to someone who can help you expand it. A site visit by a member of Congress provides an unmatched opportunity to educate them and their staff about the role vocational education plays in preparing students for challenging careers and further education. Use the visit to educate them about the role vocational-technical education plays in the community and show them how federal vocational education dollars are being spent. A first-hand experience will go a long way to increase your legislator's understanding of today's vocational education programs. In addition, site visits can provide press opportunities for legislators and your programs and give legislators a chance to meet with constituents.

A good tour takes careful planning. The following are guidelines for setting up a site visit with your member of Congress:

- Get Permission from School Officials. Never surprise school officials with such an important event. Get appropriate clearance first.

- Draft Schedule. Decide which programs will be highlighted and identify key participants. Make sure that school is in session during the tour so the policymaker can see programs in progress.

- Invite Legislator. Write a letter of invitation and follow-up with the legislator's scheduler. Be sure to invite staff, particularly those handling education policy. Keep in mind that you will have to be flexible and arrange the tour around the legislator's schedule. In addition to formal recesses, members of Congress are most likely to be in their home districts on Fridays and Mondays.

- Determine Press Activities. Work with the legislator's press secretary to determine appropriate press activities. Send a press release to the local media inviting them to attend the tour. In addition giving your legislator publicity, it will increase the community's interest in your program. Be sure to follow up with the media to make sure that they attend since the legislator will be expecting them!

  Take plenty of photographs. If you are unable to have the media present during the tour, send the local reporters a follow-up summary and a photograph for their use.

- Develop Fact Sheets. At the beginning of the tour, distribute descriptions of the programs, success stories from students and any other information you feel will promote vocational education. Be sure to include your name, address and phone number on all fact sheets so staff can follow up with you later. You may want to consider having a variety of supporters present, such as parents, students and business partners, to help you make your case. Throughout the visit, emphasize the highly-skilled careers for which your students are preparing and how additional resources could benefit them.

- Write a Thank You Letter. Once the tour is over, send a thank you letter to the legislator and any staff who attended. Reiterate the need for additional funding for vocational education. If there were any positive articles in the local media, include copies with your letter. Finally, include a photo of your students and other supporters with your legislator as a reminder about how important vocational education is to the economy of their district and the future of the students.

Do's and Don'ts

When you're dealing with legislators, have a realistic view of what you can achieve with a personal visit or other communication with them. Know what you want the legislator to do for you and what you can do for them as a resource. The following are lists of do's and don'ts that will help you in your efforts to communicate with legislators.

Do:

- Be positive and friendly.
- Provide reliable data or fact sheets.
- Leave your name, address and phone number.
- Personalize the issue.
- Write a thank-you letter.
- Arrange for your legislator to visit vocational education programs in their state or district.
- Look for a common link to the district or state.
- Know your opponent's arguments in case you are asked.
- Try to think of the political as well as the legislative impact.
- Be sensitive to the staff's limited time and remember that meetings are often cut short.
- Compliment the member or staff about what he or she has done that you have supported.
- Keep in touch.

Don't:

- Arrive unexpectedly and expect to be seen.
- Be late for an appointment.
- Be upset if your member can't see you personally.
- Be late for a visit.
- Be confrontational or threatening.
- Try to discuss several different issues.
- Give incorrect information, lie or make up information. For questions you cannot answer, say that you will get back to them.

Presenting Testimony

If you are asked to testify before a congressional committee, a sound knowledge of your subject, some advance preparation and the following guidelines can maximize the positive effects of your statement. Keep in mind that you will be asked to prepare both a written statement for the record and a short (usually five-minute) oral statement.

Preparing Your Written Statement

- Briefly Introduce Yourself. Tell who you are and give information about the program you're representing (i.e., how many people you represent, how many people you serve, successes you have had). Acknowledge your appreciation to the panel for considering the issue and inviting you as a witness. This should take no more than one or two paragraphs.
- State Your Goal and Outline Your Major Points. In a few sentences, tell the committee or panel what you hope to accomplish in your statement. Again, be brief.
- Talk About the Problem. Begin, for example, by discussing the problems that vocational education is solving or can solve for the nation. This informs the decision-maker but also helps cast you in the role of a problem-solver rather than one simply representing a vested self interest. Discuss the national significance of the issue and try to relate it to your state and community. Even better, try to relate the problem to the states or districts of the legislators before whom you are testifying.
- Talk about Current Efforts to Resolve the Problem. Describe solutions that are being tried or considered. Has anything worked in various states or communities on an experimental or demonstration basis? Explain why the efforts are insufficient or how they can be improved. This should take about one or two pages.
- List Your Specific, Concise Recommendations. Focus on what Congress can do to help solve the problem at hand.

Delivering Your Oral Statement

Do:

- remember that your elected representatives are people too. There is no need to be afraid or to think of yourself as being in court, regardless of how large or imposing the hearing room is.
- personalize your testimony. While statistics are helpful, one way to assist elected officials (and get their attention) is to let them know how the issue affects their constituents. A personal example of someone affected by a problem or someone helped by a proposed solution often carries more weight than the results of several national studies.
- remember that there is a time limit for your testimony. You do not want to find yourself in a position where your time has expired and you have not gotten to the point of your testimony. Your hope should be that they will be interested enough in you and your subject to ask questions after you finish.
- anticipate questions your testimony may prompt and have good answers in mind.
- focus on the specific issue of the hearing. Don't give a speech or present a position paper you prepared months ago, regardless of how good you think it was.

Don't:

- forget that, as people, your legislators like to be "talked to" rather than "read at." Look at the legislators as you talk so that the material is delivered with your eyes. To facilitate eye contact: 1) separate your pages, removing clips and staples; 2) use large type and double-space your text, triple-spacing between paragraphs; 3) leave a two-inch margin at the bottom of the page so your head won't have to tilt down so far to see the bottom line; and 4) don't carry a sentence over to the next page.
- spend more time describing your own qualifications or your programs than you do the problem at hand. Chances are if they did not think you were qualified, you would not have been invited in the first place.

- assume that the panel or committee members are experts. Legislators vote daily on many issues — everything from water projects to interplanetary space programs. While you do not want to talk down to them (they probably know more than you think), you should not assume that they know all that you do about the issue at hand. Don't try to tell them everything you know and simplify, simplify, simplify.

- be shy. Remember, you're important! You're the one who votes the legislators into office. But whether it's to laud or lament, compliment or counsel, be tactful and polite. You may want to appear before or meet with them again.

Follow up. Write a thank-you note to a legislator who has supported your position or call to ask for support on future legislation. Thank-you's published in the local papers are a great incentive to a legislator to invite you or your group to testify again.

Political Action Committees

Political action committees, or PACs, are groups of concerned citizens who have banded together to gain legislative support for their position on a particular issue. PACs have become an integral part of the legislative and political process since they were first created. They are critical to the financing of political campaigns and range in size from thousands of members and budgets in the millions of dollars to small groups with budgets of a few thousand dollars a year.

PACs are regulated by federal election laws, and their activities and finances are closely monitored by the government. Among the legal requirements guiding their operation is a prohibition barring non-profit educational and charitable organizations, such as the American Vocational Association, from establishing PACs. However, professionals from these organizations often form PACs as a separate entitiy from their main organization.

For example, the Vocational Political Action Committee (V-PAC) was created to enhance advocacy efforts on behalf of vocational-technical education. While its 15-member Board of Directors includes many AVA members, its activities are separate from AVA.

Coalitions

Coalitions are a grass-roots tool that can make advocacy easier since the work is shared and everyone has an opportunity to contribute. When you bring together individuals or groups for a specific purpose, the old saying, "there is strength in numbers," comes into play and you can often increase the impact of your efforts by having one consistent message being given to policy makers.

Vocational-technical education professionals, teachers, students, parents, business leaders, agency staffs and organizations can work together on issues. Coalition activities can include letter-writing campaigns, meetings with legislators, activating telephone trees or public information campaigns and sponsoring legislative breakfasts, receptions and similar events.

Establishing, managing and working with a coalition requires lots of planning. The first step is to determine what type and size of coalition is needed. The second step is to determine an agenda along with strategies to achieve the coalition's goal. Third, leadership is determined and assignments are made and carried out. Coordination of activities and efforts is key to a successful coalition.

Public Information Campaigns: Community Awareness and Media

Congress reacts to constituent pressure and you can create this pressure through a public information campaign. Conscious efforts to influence public opinion will complement your direct lobbying efforts such as personal visits, letters and site visits. Legislators listen to public opinion, since after all, the public is their constituency. Once the public understands the important role vocational-technical education plays in the community, they will have the knowledge

necessary to speak out on the issue. There are two sure ways to get a story before the public — through a community awareness program and through the local media.

Raising Community Awareness

The most effective way to take the vocational-technical education message to the most concerned members of the community is face-to-face in public meetings and at meetings of local service clubs and other such organizations. Representatives of vocational-technical education should be available to speak to community groups about the benefits and needs of vocational-technical education.

The first step is to identify local speakers such as knowledgeable teachers, administrators, business representatives, parents and students. You may even want for formalize this into a "speaker's bureau."

Next, identify local service clubs and professional organizations and send a letter announcing the availability of speakers on vocational-education, tech prep, school-to-work and other public education topics. Having someone take responsibility will help to ensure that scheduling speakers gets done and that information is shared with speakers and groups.

In addition to formal presentations, there should be advocates of vocational-technical education at meetings of the school board, PTA and other education-related groups. In these forums, the views of local business operators and parents of vocational-technical education students carry much weight.

Use materials like those from the AVA Publications Department as the basis for presentations before groups and for hand-outs. The AVA image video *Learning to Work: Working to Learn* is an excellent vehicle for spreading the word about quality vocational-technical education and its role in creating school-to-work systems for all students. The 10-minute video comes with a community promotion kit, tip sheets and supporting materials. It is available from the AVA Products Department at 800-826-9972.

Targeting the Media

There are several ways to gain local media attention and coverage of vocational-technical education issues and events. Most important, a school or district should establish a cooperative relationship with media reporters who regularly cover education in the community. Keep these members of the press well informed through frequent mailings. In addition, invite them to see first-hand various programs at your schools — not just at special events, such as back-to-school night or Voc Ed Week, but with a personal invitation to observe an especially interesting lab or sit in on a faculty-business advisory group planning meeting.

And whenever you have a chance to recognize excellence by a student or group of students, be sure to alert the media! Especially for TV news reporters, the setting, or scene, of a news event is critical. If a group of students are being saluted for their performance, don't just have them walk across a stage to receive a hand shake. Set up a session for the media where the students are in a lab or other appropriate setting and can explain directly to the reporters what they did that brought them the special recognition.

In addition to cultivating media contacts who will report on your activities, you can try to get directly into the paper or on the TV news — through letters to the editor and op-ed articles for the newspapers and guest editorials on the air for TV and radio stations. Whenever an educational issue becomes hot in your community and is getting continuing coverage in the local media, call on your volunteer speakers to write a letter to the editor or request a broadcast editorial spot to comment on the issue.

As with speakers at public meetings, use the material available from the AVA Publications Department to make points about vocational-technical education with media contacts. Also, you can refer news reporters to the Communications Department at AVA headquarters (800-826-9972) for more information.

Individual Activities

Personal participation in the political process can benefit vocational-technical education professionals and their profession. Your participation can bring attention to the field of vocational-technical education as well as provide you with learning experiences and personal growth. When you are working with others on a campaign or getting out the vote, you are often talking and answering questions about vocational-technical education. If you work for a candidate who wins an election, you will already have established the basis of a working relationship.

Some suggested activities include:

- Register to vote
- Participate in political party of your choice
- Volunteer for a campaign - stuff envelopes, distribute fliers, arrange events, etc.
- Sponsor or attend candidate forums
- Contribute money to a campaign or PAC
- Hold a fund-raiser for a candidate
- Attend town hall meetings

Legislative Process

CONGRESS 101 — CONTEXTUAL LEARNING

Perhaps this section will remind you of your early civics or social studies classes, or those Saturday morning *School House Rock* cartoons singing "I'm just a bill, yes I'm only a bill, and I'm sittin' here on Capitol Hill." Do you remember how many members of Congress there are, or the differences between the House and Senate? What is the role of congressional committees and which ones deal with vocational-technical education issues?

The following information about the makeup and workings of Congress will be useful to you in your advocacy efforts. You may want to refer to it when you are preparing to visit a member of Congress, talking with Congressional staff or writing a letter on an important issue. It always helps to understand the "context" in which members of Congress must operate to determine the most effective way to communicate your message.

Branches of Government

The U.S. Government operates under a "separation of power" rule, with three branches of government having different authorities in federal law. The Constitution created three distinct branches of government: legislative (Congress), executive (the President and Administration) and Judicial (Supreme Court and federal judiciary). Generally, separation of powers requires that Congress "enact" the laws, the President "execute" the laws and the Supreme Court "interpret" the laws.

What is Congress?

The term "Congress" is used in two different ways. First, it is the entire body of elected representatives, hence the term "member of Congress." Second, it is a specific period of time during which members of Congress undertake legislative business. For example, the "105th Congress," which is currently underway, is the two-year term of Congress during which legislation will be considered.

Congress establishes our nation's laws. Its members are elected by constituents (like you) through a process established in the United States Constitution to assure equitable representation of all the nation' citizens. Each Congress lasts for two years and is divided into a first and second session. The closing of the first session enables a Congress to adjourn for a longer period of time than the Constitution would allow, ending all business "officially" until the convening of the second session. However, bills do not need to be reintroduced when a Congress moves from its first session to the second, as they would if a new Congress were beginning. The 105th Congress convened in 1997 and will continue through 1998.

Membership in Congress

The House and Senate both operate within the two-year time line of a "Congress." The House and Senate are called "chambers" of Congress. Each chamber has its own rules and procedures, and its members represent different constituencies and are elected for different time periods.

SENATE

- 100 members
- 2 Senators from each state
- Statewide representation
- 6-year terms
- 1/3 of Senate membership elected every two years

HOUSE:

- 435 voting members (from the 50 states)
- 5 non-voting delegates (from the District of Columbia and the U.S. territories)
- 2-year terms
- Each voting member represents a congressional district. These districts are numbered within each state, such as the 10th District of Florida. The number of districts a state has is based on the number of citizens. The more people a state has, the more congressional districts it will have.

House and Senate Leadership

Party Control. Within each chamber of Congress, the party with the most members is called the "majority party," while the other party is called the "minority party." The majority party leads the activities of Congress, meaning that it controls which issues are considered by the chamber and when and how legislation will be considered. The majority party also has control of all of the committee and subcommittee chairmanships. The majority party, depending upon the size and strength of its majority, can wield considerable power, particularly in the House of Representatives where an individual has less ability to affect proceedings than does an individual in the Senate.

The Republican party controls both the House and Senate in the 105th Congress. The party membership in each chamber is as follows:

HOUSE (voting members only)

- 227— Republicans
- 207—Democrats
- 1—Independents

SENATE

- 55—Republicans
- 45—Democrats

For the names of the House and Senate Leadership, please use the appendix.

The Path of Legislation

Every bill introduced in Congress faces the two-year deadline of the congressional term. Each bill must be officially introduced by a member of Congress, and any member of Congress may introduce legislation on any issue. Sources of legislative ideas include the president, legislators themselves, constituents or interest groups such as AVA.

Each bill must pass both chambers of Congress and be signed by the President to become law. Bills that have not completed the required procedural journey prior to the final adjournment of Congress automatically die and must be reintroduced in the next Congress if they are to be eligible for consideration.

The path of legislation is, generally, as follows:

1. A member of Congress introduces a bill.
2. The bill receives a number (such as House Resolution 1, abbreviated H.R. 1; or Senate Resolution 1, abbreviated S. 1).
3. The bill is refereed to a committee and in turn to a subcommittee.
4. The subcommittee holds hearings on the bill, amends it (known as "marking up" the bill), and sends it back to the full committee.

The party of the President always introduces proposals on behalf of the Administration, though the decision as to whether to consider these bills or any others is always left to the majority party. Thus, the influence of the President depends upon the party in the majority — if they are the same, the President has much greater influence in Congress. If they are different, the strength of the President's influence depends upon the size of the margin between the two parties. If it is a close margin (not enough to get the two-thirds vote needed to override a presidential veto), then the President's influence is greater.

5. The full committee considers the bill, marks it up (if it wants any changes), and then passes it (known as "reporting" the bill to the full chamber).
6. The bill is now ready for consideration by the full House, readying it for "floor action." On the floor, the bill may debated and further amended.
7. A vote is taken on the bill and, if it passes, it is then sent to the other chamber, where the same steps are repeated.
8. Once both chambers have passed their versions of a bill, they can reconcile any differences by sending the bill to a "conference committee," a committee composed of selected members of the House and Senate (usually members who have worked on the bill already, such as committee members).
9. The conference committee seeks legislative language that is acceptable to both chambers.
10. Once finished, the conference agreement, accompanied by language explaining the provisions, is sent back to both chambers for approval.
11. Once both chambers have passed the exact same bill, the legislation is sent to the President for approval and signature into law.
12. Should the President veto the bill, Congress has the option of trying to override the veto. This action requires a two-thirds majority vote of both the House and Senate. If the veto is overridden, the bill then becomes law. If not, then the Congress may reconsider the issue and try to pass something the President will sign, or the Congress may let the issue die.

The Congressional Players

Congress is made up of committees to which members are assigned to work on specific issue areas. Within committees, subcommittees are further assigned to concentrate on specific areas of the committee's jurisdiction. Three basic types of committees affect vocational-technical education: Authorizing Committees, Budget Committees, and Appropriations Committees.

Authorizing Committees

Through its authorization power, Congress exercises the ultimate control over any government agency. The entire authorization process may involve many facets — hearings, studies and reports — but the key to the process is the authorization statute, the law that creates and shapes government programs and establishes legislative policy for the agency. Usually, authorizations establish dollar ceilings on the amounts that can be appropriated for a program, but they do not guarantee or actually allocate financing of programs or agencies.

The Executive Branch Players

The President: Proposes a federal budget and spending priorities each year and proposes legislation to Congress.

The Office of Management and Budget: Oversees the President's budget request and makes recommendations about program funding throughout the year.

The Department of Education: Implements policy through the development of regulations, administers programs and oversees funding of vocational education initiatives authorized by the Carl Perkins Vocational and Applied Technology Education Act, Elementary and Secondary Education Act, The Higher Education Act, School-to-Work Opportunities Act (in conjunction with the Department of Labor) and other education laws. Of particular assistance to vocational-technical education is the Office of Vocational and Adult Education. Information on how to contact this office and many other important executive branch offices is listed in the appendix.

In the Senate, the authorizing body for vocational-technical education is the Senate Labor and Human Resources Committee. In the House, the Committee on Education and the Workforce has two subcommittees that oversee education and job training programs:

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- Vocational-technical education jurisdiction: Early Childhood, Youth and Families Subcommittee
- Postsecondary education, adult education and job training jurisdiction: the Postsecondary Education, Training and Lifelong Learning Subcommittee.

These committees are active throughout the year, so it is always a good time to contact them. Rosters of these committees and subcommittees are listed in the appendix of this guide.

The Budget Committees

The Congressional Budget and Impoundment Act of 1974 strengthened the legislative branch's capacity to control the federal budget by creating the House and Senate Budget Committees. Congress reviews the federal budget as a whole, relating tax and spending decisions and determining priorities among competing national programs.

The Budget Committees of the House and Senate:

1. Receive budget proposals from the President and budget views and requests from Authorization and Appropriations Committees;
2. Study these proposals, amend them and come out with their own budget resolutions; and
3. Set a "spending" ceiling for each budget category.

There are 17 major government functions for which the Budget Committees recommend spending ceilings. Vocational-technical education programs are part of the budget category known as "Function 500 — Education, Training, Employment and Social Services."

The Budget Committees are usually most active from January through April. This is the best time to communicate with their members.

Appropriations Committees

Through the Constitution, Congress is given the "power of the purse." The Appropriations Committees in Congress control the purse strings. Appropriation bills define the specific funding allocations (meaning funding actually disbursed from the Federal Treasury) for federal agencies, as well as for programs and divisions within the agency. Subcommittees of the Appropriations Committee that make these important decisions concerning vocational-technical education funding are the House Appropriations Subcommittee on Labor, Health and Human Services, Education and Related Agencies and the Senate Appropriations Subcommittee on Labor, Health and Human Services, Education and Related Agencies.

Authorizing vs. Appropriating

Appropriations Committees in the House and Senate actually allocate federal funds according to the programs that have been "authorized" through the work of the authorizing committees. In a sense, the appropriators "write the checks" after authorizers say how money can be spent.

The House and Senate Appropriations Committees make "line-item" budget decisions, while the Budget Committees make decisions about broader, functional categories. For example, the Budget Committees cannot decide how much money will be available for the Office of Vocational and Adult Education; the Appropriations Committees do that. The Appropriations Committees, however, must stay within the budget parameters established by the budget committees for "Education, Training, Employment and Social Services."

Each year the Appropriations Committees send bills to the floor of the House and Senate concerning how much money goes to vocational-technical education. These committees hold hearings at which administration officials, the public and groups representing segments of the public (like AVA) testify. It is critical that vocational-technical education advocates communicate the benefits of their programs to Congress to ensure that Appropriations Committees recommend sufficient funding.

Congressional Staff

Once you have determined which legislators need to be targeted, it is very important to develop strong relationships with congressional staff. The tremendous contribution of congressional committees and personal staff to both the state and federal legislative process is often overlooked. Unless you have a strong relationship with your legislator, your best access will be through key staff members.

Committee Staff

Committee staff work with members of the committee to plan committee agendas, including what issues to include, when to have hearings and how to time a bill's markup and floor action. They arrange hearings and suggest witnesses. They draft bills and provide technical expertise for members in legislative markups. Compromise agreements among members are usually worked out first at the staff level. Committee staff also conduct investigations that frequently lead to oversight hearings prior to the writing of new legislation.

Committee staff are divided into "majority" and "minority" staff, depending on which political party controls the legislative chamber in which they work. For example, because Republicans control the House and Senate, staffers who work for Republican chairs are called "majority staff" and those who work for Democratic members are "minority staff."

Personal Office Staff

Congressional offices primarily serve the constituents of their legislator. They answer constituent mail, meet with constituents and interest groups on behalf of the legislator, keep track of legislation being considered and help the member develop positions on key issues.

When you first contact a congressional office, ask for the name of the staff person who handles education issues. Contact that person directly and explain the purpose of your call.

Hill Talk: A Glossary of Legislative Terms

In order to follow the legislative process, certain words, phrases and terminology should become a part of the vocational educator's working vocabulary.

Amendment — Proposal of a member of Congress to alter the language or stipulation in a bill or act. It is usually printed, debated and voted upon in the same manner as a bill.

Appropriation Bill — Legislation permitting the expenditure of the monies approved by an authorization bill, but not necessarily to the total permissible under the authorizing legislation. Appropriation bills originate in the House, as required by the Constitution.

Authorization Bill — Legislation setting up or continuing programs; sets general aims and purposes and may set a ceiling for funding. Usually enacted before appropriation bill is passed.

Bill — Legislative proposal introduced in either house. Designated H.R. (House of Representatives) or S. (Senate) according to the house in which it originates and by a number assigned in the order in which it was introduced. When introduced, a bill is referred to the committee that has jurisdiction over the subject with which the bill is concerned.

Budget — Document sent to Congress by the President in January of each year estimating revenues and expenditures for the ensuing fiscal year.

By Request — A phrase used when a Senator or Representative introduces a bill at the request of an executive agency or private organization but does not necessarily endorse the legislation.

Calendars — Arrangements for scheduling legislative branches. In the House there are five calendars: (1) Union calendars, covering bills for revenue and appropriations; (2) House calendars, covering other public bills; (3) Private calendars, covering bills pertaining to individuals or private interests; (4) Consent calendars for controversial bills; and (5) Discharge calendars for motions to discharge a bill from committee. In the Senate, there is a calendar of general orders for all bills and an executive calendar for items under advise and consent power.

Clean Bill — After a committee has considered and revised a bill, it may rewrite it, incorporating its amendments into a new or "clean bill." This bill is given a new number and is the committee's best judgment of superior sections in all versions.

Closed Rule — (House) Prohibits the offering of amendments, thus requiring that the bill be accepted or rejected as reported by committee.

Cloture — A process by which debate can be ended in the Senate. A motion for cloture requires 16 Senators' signatures for introduction and the support of two-thirds of those present and voting.

Committee — A subdivision of the House or Senate that prepares legislation for action by the parent chamber. There are several types of committees. Most standing committees are divided into subcommittees, which study legislation, hold hearings and report their recommendations to the full committee. Only the full committee can report legislation for action by the House or Senate.

Committee of the Whole — When the House sits as one committee to consider legislation reported by a standing committee before it goes to the floor — the committee debates and amends legislation; requires only 100 members for a quorum.

Conference Committee — A committee made up of members from both Houses. Its purpose is to iron out differences between the House and Senate versions of a bill. Members of the conference committee are appointed by the Speaker and the committee must reach agreement on the provisions of the bill (often a compromise) before it can be sent up for final floor action in the form of a "conference report."

Congressional Record — Daily record of the proceedings and debates of Senate and House; not always a verbatim account of floor debate.

Continuing Resolution — When a fiscal year begins and Congress has not yet enacted all the regular appropriation bills for that year, it usually passes a joint "continuing resolution" that continues appropriations for government agencies at rates generally based on their previous year's appropriations.

Engrossed Bill — The final copy of a bill that has been passed by one chamber, with the text as amended by floor action and certified by the Clerk of the House or the Secretary of the Senate.

Enrolled Bill — The final copy of a bill that has been passed in identical form by both chambers. It is certified by an officer of the House of origin (House Clerk or Senate Secretary) and then sent on for signatures of the House Speaker, the Senate President and the President. An enrolled bill is printed on parchment.

Expenditures — The actual spending of money, as distinguished from the appropriation of it. Expenditures are made by the disbursing officers of the administration; appropriations are made only by Congress. The two are rarely identical in any fiscal year; expenditures may represent money appropriated one, two or more years previously.

Filibuster — A time-delaying tactic used by a minority in an effort to prevent a vote on a bill that probably would pass if brought to a vote. The most common method is to take advantage of the Senate's rules permitting unlimited debate. Filibusters are more difficult in the House because of stricter rules, but such devices as repeated demands for quorum calls are used from time to time.

Germane — Pertaining to the subject matter of the measure at hand. All House amendments must be germane to the bill. The Senate requires that amendments be germane only when they are proposed to general appropriations bills, bills being considered under cloture or often when proceeding under an agreement to limit debate.

Hearings — Committee sessions for hearing witnesses. At hearings on legislation, witnesses usually include specialists, government officials and spokespersons for groups affected by the bills under study. Hearings related to special investigations bring forth a variety of witnesses. Committees sometimes use their subpoena power to summon reluctant witnesses. The public and press may attend "open" hearings, but are barred from "closed" or "executive" hearings. The committee announces its hearings from one day to many weeks in advance and may invite certain persons to testify. Persons who request to testify may be turned down by the committee, but most who make a request are either allowed to appear in person or submit a written statement for the record.

Hopper — Box on House Clerk's desk where bills are deposited on introduction.

Joint Committee — A committee composed of a specified number of members of both House and Senate. Usually a joint committee is investigative in nature.

Joint Resolution — A joint resolution, designated H J Res or S J Res, requires the approval of both Houses and the signature of the President, just as a bill does, and has the force of law if approved. There is no real difference between a bill and a joint resolution. The latter is generally used in dealing with limited matters, such as a single appropriation for a specific purpose. Joint resolutions are also used to propose amendments to the Constitution. Resolutions to amend the Constitution do not require Presidential signature, but become a part of the Constitution when three-fourths of the states have ratified them.

Law — An Act of Congress that has been signed by the President or passed over his veto by the Congress. Laws are listed numerically by Congress. For example, the Carl D. Perkins Vocational Education and Applied Technology Act of 1984 as amended in 1990 is Public Law 101-392, meaning it was the 392nd law passed during the 101st Congress.

Lobby — *As a noun*, it refers to a group seeking to influence the passage or defeat of legislation. Originally the term referred to persons frequenting the lobby of the old Willard Hotel, near the White House, seeking appointive positions. Later, the term evolved to mean those occupying the corridors of legislative chambers in order to speak to lawmakers.

As a verb, it includes such activities as: 1) directly contacting members of a legislative body (or their staffs) to propose, support or oppose legislation; 2) grassroots action (urging the public to contact legislators or legislative staffs to propose, support or oppose legislation); and 3) more generally, advocating the adoption or rejection of legislation.

Marking up a Bill — Going through a measure, usually in committee, taking it section by section, revising language and penciling in new phrases. If the bill is extensively revised, the new version may be introduced as a separate or "clean" bill, with a new number.

Motion to Recommit — A motion to send a bill back to committee; used to "kill" or delay a bill.

Open Rule — In the House, germane amendments are permitted to be proposed on the House floor and adopted by majority vote.

Party Leader — Majority and Minority chief strategist and floor spokesperson for the party; elected by party caucus.

PAC — Political Action Committee. Federal law prohibits incorporated associations from making campaign contributions to candidates for federal offices. The establishment of a PAC allows individuals with similar interests to combine and direct their individual contributions to political candidates who share those interests. V-PAC is a political action committee supporting vocational education.

Quorum — Number of members who must be present to conduct business. In the House, it is 218, and in the Senate, it is 51.

Ranking Member — Member of a committee who has more seniority on the committee than any other member of his or her party. Usually used in reference to the most senior minority party member.

Rescission — An item in an appropriation bill canceling funds previously appropriated but not spent. Also, the repeal of a previous appropriation by the President to cut spending, if approved by Congress under procedures in the Budget and Impoundment Control Act of 1974.

Report — Both a verb and a noun, as a Congressional term. A committee that has been examining a bill referred to it by the parent chamber "reports" its findings and recommendations to the chamber when the committee returns the measure. The process is called "reporting" a bill. A "report" is the document setting forth the committee's explanation of its action. House and Senate reports are numbered separately and are designated S. Rept. or H. Rept. Conference reports are numbered and designated in the same way as regular committee reports.

Rider — An amendment proposing substantive legislation attached to another bill.

Sessions — Normally, each Congress consists of two sessions, with each usually beginning in January and ending when Congress adjourns for the year.

Standing Committee — Committee whose existence is permanent and continuing from one Congress to the next.

Subcommittee — Smaller subject-matter division of a committee; facilitates specialization and division of labor.

Supplemental Appropriations — Normally such appropriations are passed after the regular (annual) appropriations bills, but before the end of fiscal year to which they apply. Also referred to as "deficiencies."

Suspension of the Rules — In the House, a two-thirds majority may suspend the rules and bring a bill directly to the floor. Often a voice vote is used to suspend the rules on non-controversial bills.

Unanimous Consent — Usual way of conducting business in the Senate. After the morning hour, the Majority leader asks unanimous consent to consider pending legislation. The practice is used in lieu of a vote on non-controversial measures.

Veto — Action by the President. If the President doesn't approve of a bill or joint resolution, it is returned with the objections to the House of origin, where the bill may be reconsidered. It must receive approval of two-thirds of both chambers to become law. When Congress has adjourned, the President may pocket veto a bill by refusing to sign it.

Whip — Chosen by party caucus as an assistant to the floor leader; job is to keep in touch with all members of the party, discover their voting intentions and get them to the floor for a vote.

Making Your Case

Making Your Case

Now that you know the "why"and the "how" of advocacy, it is time to turn your attention to getting started in your role as a vocational-technical education advocate. The key to advocacy is knowledge. Knowledge is not only knowing how to communicate but also what and to whom. It is particularly important to think about both the issue and the legislator before making contact.

Does the legislator promote more "social" causes or "economic" causes? Does the legislator have strong business, labor or education ties? While there is no "right" or "wrong" answer to these questions, the answers will help you couch your presentation.

Is the issue a local, state or federal issue? Make sure that you do not mistakenly contact a federal legislator about a state bill or vice versa. Concentrate your efforts on the individuals who can affect policy changes. For state issues, contact your state official. A listing of state-level decision makers affecting vocational-technical education is listed in the appendix.

If the issue is federal in scope, you have several options, in addition to contacting your federal legislators (a roster of Senators and Representatives is included in the appendix).

Participation in AVA's Public Policy Efforts

If you need information on federal legislative initiatives affecting your program, you need only to turn to your professional association. We strive to provide our members with an opportunity to respond to accurate and timely information affecting the profession. In addition to contacting AVA directly, legislative information may be found in AVA resources such as:

- *AVA Legislative Hotline*
- *Techniques*
- *Vocational Education Weekly*
- *AVA Legislative Update*
- *School-to-Work Reporter*
- AVA web site (*www.avaonline.org*)

A listing of AVA's publications on legislative issues is included on the back cover.

A Legislative Network

AVA also has created the AVA Legislative Network. The Network consists of AVA members who are interested in participating more actively in the public policy arena. Members receive regular updates in the form of AVA Legislative Alerts. Through AVA Legislative Alerts, members receive up-to-date information on current legislative issues, as well as a specific description of what action needs to be taken. And better yet, this service is absolutely free for AVA members.

The background information in the Alerts is provided in a clear, concise and easily readable format so even the busiest educators can find time to respond. The "action needed" section provides a simple request for action, ranging from contacting legislators to providing AVA with specific information regarding your program. We'll even provide you with the addresses, phone and fax numbers of the decision makers! The form to join the Legislative Network is included in the appendix.

Congressional Resources

If you need the phone number or address of any member of Congress, you can obtain it by simply calling the Capitol Switchboard at 202/224-3121.

Today's technologically advanced world allows vocational-technical educators to obtain congressional information without ever leaving your computer. The following are Internet addresses where you can find information on congressional activities:

Congress (*www.thomas.loc.gov*)
Thomas provides access to a wide variety of congressional information including the full text of bills introduced in the House and Senate and the *Congressional Record* dating back to January 1994. It also contains a useful publication entitled *How Our Laws Are Made*.

U.S. House of Representatives (*www.house.gov* or *gopher.house.gov*)
Some of the information offered in these services include the *Congressional Record*, the full text of bills introduced in Congress, postal address and telephone numbers for House members and committee, as well as e-mail addresses for those members and committees that have them. They also have information about the jurisdiction of each House committee.

U.S. Senate (*www.senate.gov* or *gopher ftp.senate.gov*)
These servers include such information as a directory of senators that includes biographical and contact information, as well as e-mail addresses and links to the home pages of senators who have them. They also provide basic information about each Senate committee including the panel's jurisdiction, members and contact information.

Do you need to know if your bill is coming up for consideration on the floor of the House or the Senate? All you have to do is call the House or Senate Cloakrooms.

Senate. Senate scheduling information and floor action may be obtained by calling either the Democratic or Republican Senate Cloakroom. Democratic: 202/224-4691; Republican 202/224-6191.

House. House scheduling information and floor action may be obtained by calling either the Democratic or Republican House Cloakroom. Democratic: 202/225-7330; Republican: 202/225-7350.

What if you need to obtain a specific congressional documents such as bills, reports or laws?

Senate Document Room. Senate documents are available in the Senate Document Room. There is no charge for Senate bills, reports or public laws. The public may obtain up to six different items per request, however multiple copies of one item are not available. Information on status and availability of a document may be determined by calling 202/224-7860. Phone orders are not accepted. Mail orders may be sent to Senate Document Room, B-04 Hart Senate Office Building, Washington, DC 20510.

House Document Room. House documents are available in the House Document Room. There is no charge for House bills, reports or public laws. The public may obtain up to six different items per request in person. Up to twelve items may be request by mail and six items by telephone. For information on status and availability of House documents or to order House documents, call 202/225-3456. Mail orders may be sent to House Document Room, B-18 Ford House Building, Washington, DC 20515.

General Accounting Office (GAO). Copies of GAO reports can be obtained by contacting the GAO Documents Distribution Office at 202/512-6000.

Making Your Case

Whether the issue is a state or federal one, you'll need the facts and figures to bolster your case.

It is important that you have the necessary information about vocational-technical education at the ready!

You are the expert on your programs. When working with a legislator, you already should have the information on your specific program such as the careers for which your students are preparing, support you receive from business and industry, the percentage of your students continuing their education at the postsecondary level and the job placement rate for your students. It also is important to have "at the ready" positive testimonials from parents, students and business partners. How has your program improved the life of your students? Has it opened up more opportunities for different careers or further education?

The following is information about the benefits of vocational-technical education across the country, from recent public polls to specific statistics. Use these facts to help you make your case!

The American Public Supports the Federal Investment in Education!

- Seventy-five percent of the American public said that federal aid to education should be expanded. — *Gallup, 1995*
- By almost two to one, young voters (18-34) cite education as a top voting issue over the budget, deficit, crime, and Medicare. — *NBC/Wall Street Journal, 11/95*
- Seventy-six percent of Americans disapprove of reducing federal funding for low-income schools to balance the federal budget. — *Times Mirror, 1995*
- Education was identified by members of the Council on Competitiveness as one of the top policies that the government should address to strengthen US competitiveness for the future, followed by the budget and regulatory reform. — *Competitiveness Index, 1996*
- Ninety-two percent of Americans believe that by providing aid for people who want to go to college, the federal government in investing in American's future — *KCR Research 12/95*

MAKING YOUR CASE

Vocational-Technical Education Strengthens Our Nation's Economy

- By the Year 2000, 20% of all jobs will require at least a bachelors degree, 15% will be unskilled and 65% will require more than high school education. — *U.S. Bureau of Labor Statistics*

  FACT: 61% of vocational students enter some form of postsecondary education and about half enter four-year colleges. — *Vocational Education: Myths and Realities, Vocational Education Journal, 1993*

- American workers with high skills are thriving in today's competitive workforce. However, those without a high school or college degree have suffered large and sustained declines in real income. — *Competitiveness Index, 1996*

  FACT: Taking one vocational course each year during the four years of high school raises the graduation rate of at-risk youth by six percent. — *Vocational Education: Myths and Realities, Vocational Education Journal, 1993*

- Young people (16-24 years) who had left school during the previous year had a 53% unemployment rate. In addition, those who were employed earned 33% less than their counterparts who had finished high school. — *The Condition of Education, 1995*

  FACT: Vocational-technical education students who obtained a job matching their field of study had a lower rate of unemployment and spent almost 20% more time in the labor force than a comparable group of general track students. — *National Assessment of Vocational Education, Educational Outcomes of Vocational Course Taking, 1994*

And Did You Know...

- **Business supports vocational-technical education**: A survey of employers participating in work-site based education for vocational-technical education students found that 90% either agreed or strongly agreed that their students were productive workers and 86% indicated they were satisfied with the schools' ability to provide students with the skills they needed. — *School-to-Work Transition Lessons on Recruiting and Sustaining Employer Involvement, 1994*

- **Vocational-technical graduates earn more:** Secondary school vocational-technical graduates who did not immediately continue their education at the postsecondary level had wages that were ten percent higher than those of non-vocational graduates not immediately pursuing postsecondary education. Further, the real hourly wages of vocational-technical program graduates increased at a more rapid rate than those of other high school graduates. — *The Impact of Vocational-Technical Programs: Labor Market Outcomes, Northeastern University, 1996*

MAKING YOUR CASE

Today's Vocational-Technical Education Programs

- Most secondary vocational education is provided in comprehensive high schools, with vocational schools enrolling about 10% of secondary students in vocational-technical education. — *National Assessment of Vocational Education, Volume II, 1994*
- About three quarters of all comprehensive high schools offer occupational programs, while more than 90% offer introductory vocational courses. Almost all comprehensive high schools offer either vocational courses or provide access to area vocational schools. — *National Assessment of Vocational Education, Volume II, 1994*
- About 5.8 million students were enrolled in postsecondary vocational education in 1990, making up about 35% of all undergraduate postsecondary enrollments. — *National Assessment of Vocational Education, Volume II, 1994*
- More than 80% of public high schools and 96% of postsecondary institutions offering vocational courses reported taking action to integrate academic and vocational education by the 1991-92 school year. — *Vocational Education in the United States: The Early 1990s, National Center for Education Statistics, 1995*
- At the beginning of 1996, the U.S. Department of Labor estimated that 116,350 students, 41,800 employers and 2,730 schools throughout the country were involved in state and local school-to-work ventures. — *School to Work: Partnerships Smooth the Transition, HR Magazine, July 1996*
- Community colleges enrolled 60% of all postsecondary vocational-technical education students; private proprietary institutions enrolled 22%; and four-year institutions enrolled 11%. — *Vocational Education in the United States: The Early 1990s, National Center for Education Statistics, 1995*
- Business leaders see quality in vocational-technical education: While many business leaders are critical about the overall quality of a high school education, 82% of businesses rate the quality of secondary vocational-technical programs as "good" or better and 90% rate postsecondary vocational-technical education programs as "good" or better. — *National Assessment of Vocational Education, Educational Outcomes of Vocational Course Taking, 1994*

Questions & Answers

Typical questions about school-to-work and vocational-technical education...
With tips on how to provide answers that will gain the confidence and support of your audience.

Q. How will the school-to-work system contribute to the economic development of our area?

A. Basically by producing a better prepared workforce. That attracts today's high tech businesses. Many companies join with high schools and community colleges to establish joint programs to train students and workers in skills needed by local businesses.

An example is the apprenticeship program that Siemens Corp. set up with Seminole Community College and its plant near Orlando, Florida. Graduates receive an associate degree from the college and usually also a job with the company.

Technical instruction also helps workers upgrade their skills and get re-trained if they lose their jobs.

*[**Note:** Your school or advisory council may have local statistics that you can cite about the number of adults who participate in local skills training programs and examples of how local companies have worked with local schools to provide customized training. Also, you may know of an industry that came to your area, at least in part because of the workforce education and training capacity of the local school system.]*

Q. Do current vocational-technical education courses reflect changes in skills needed by local industry and the needs of the workplace here?

A. Because vocational-technical education is so critical to the nation's workforce competitiveness, close ties to business and industry are maintained by school administrators and instructors.

For example, to help keep pace with changing job requirements, technologies and labor market needs in many career areas, vocational-technical educators work closely with advisory councils of local employers from a variety of business fields.

More than 200,000 representatives from business, industry, labor, government and community groups serve on these advisory groups around the country.

*[**Note:** Offer some information about your school system's advisory councils and other links with business and industry.]*

Q. What evidence is there that graduates who have taken vocational-technical studies have advantages in the job market over other graduates?

A. Studies of placement rates, salary levels, the amount of time spent unemployed and advancement rates of graduates all show this. For example, a recent large-scale study of 13,000 Ohio vocational education graduates found that seven years after high school, the vocational graduates earned significantly more than a comparable group of non-vocational graduates—and the earnings gap between the two groups appeared to widen with time.

Another study, of Kansas postsecondary vocational-technical associate degree recipients, showed that graduates of the dental hygienist program were earning an average of $34,661 six months after graduation!

*[**Note:** If your school has statistics on its graduates, cite them to localize the statistics.]*

Q. How has vocational-technical education contributed to the academic success of secondary students?

A. National studies show that nearly two-thirds of all high school vocational graduates enter some form of postsecondary program.

Vocational-technical education programs encourage high school graduates to continue their education. For example, within school-to-work systems, tech prep links course work in the last two years of high school with related education programs at community colleges or postsecondary technical schools.

A 1991 New York study of 76,000 secondary vocational graduates found that 6 to 18 months after graduation, 91 percent of them were employed, in the military or enrolled at postsecondary institutions.

A hands-on approach to teaching—which vocational-technical education brings to school-to-work systems—has been shown to be more effective with many students because they learn more when what they are learning relates to their future careers.

When vocational-technical and academic instruction is integrated in intellectually rigorous courses centered on clusters of occupational skills and interests, the resulting course of study is an academically challenging alternative to the standard college prep regimen.

*[**Note:** From your school statistics, note the percentage of local vocational-technical students completing high school and going on to further education. Also, if you have strong integrated programs at your school, describe them and give examples of students' success with them. If you have initiated team teaching, cite what vocational and academic teachers have to say about this approach.]*

American Vocational Association, 1410 King Street, Alexandria, VA 22314 • 800-826-9972

Q. How many students in our area are involved with vocational-technical education at the high school level and at postsecondary levels?

A. Nationally, about 97 percent of all high school students take at least one vo-tech course. Nearly 9,400 postsecondary institutions—technical institutes, skill centers, community colleges and other public and private two- and four-year colleges and universities—offer vocational-technical programs. And millions of adults are enrolled in these programs.

*[**Note:** Be prepared to also present local enrollment data that your school system should have available.]*

Q. I want my child to go to college. Won't vocational-technical courses put him/her on the wrong track?

A. First, vocational studies do not discourage going to college. In fact, vocational-technical education can help students focus their career aspirations so that they'll be better students in post-high school institutions. And some students are able to pay their way through college in part-time jobs for which their vocational studies prepared them.

All students should have options—to finish high school and go to college or to go to work first and then college. School-to-work is all about eliminating different tracks for different students and providing relevant academic and vocational-technical instruction and career guidance for all students.

In fact, tech prep programs commit students to continue their education beyond high school by linking high school and college courses. This is similar to the way advanced placement programs allow students to do some college level work while still in high school.

*[**Note:** Tell about local tech prep programs and the schools involved.]*

Q. Why would a student ever benefit by not getting a college degree?

A. Look at what the national statistics tell us: Less than half of all students who enroll in college earn a four-year degree. Job market analysts say that only 20% of America's jobs require a bachelor's degree or higher education. But 65% of good jobs that can provide wonderful careers require something less than four years of college. Only 15% of America's jobs are available to people without skills training.

Many careers can be launched with a two-year college associate degree—for example, in medical and health services (nurses, medical technicians, dental hygienists), as well as manufacturing and service technician fields (computer systems technician, graphic arts designer, aircraft mechanic, engineering technician).

*[**Note:** Ask if the policymaker knows of a four-year college graduate with a bachelor's, or even a master's degree, who is working as a retail salesperson, receptionist, restaurant waiter or waitress, or in business services telemarketing. These are jobs they could have landed without expending the time or money for schooling beyond community college. Also point out that by exposing students to long-range career thinking in high school, their future educational plans will be more focused, and they'll be more likely to get the jobs for which they prepare.]*

Q. Which students benefit most from vocational-technical education? Boys? Girls? Minorities?

A. These programs serve all students. For instance, girls benefit by taking courses that help them get into non-traditional career fields, such as auto technician and computer-assisted manufacturing. And studies have shown that vo-tech programs make a positive difference for dropout-prone and other educationally disadvantaged students.

*[**Note:** Use local enrollment statistics to show the percentages of male, female and minority students in vocational-technical programs.]*

Q. Are students with disabilities able to participate in these programs?

A. Yes, vocational-technical programs are accessible to all students. The law requires equality of access.

A recent study of 8,000 students with disabilities showed that those in vocational-technical programs were more likely than those who were not to have better attendance, stay in school, attend postsecondary vocational programs and have a job after two years.

*[**Note:** Perhaps you can show positive statistics from your school system about postsecondary education and job placement for disabled students.]*

Q. Why is federal funding through block grants important to school-to-work systems locally?

A. Traditionally, Congress has provided support for vocational-technical education because its success has a positive impact on the nation's economy and the competitiveness of the American workforce. The money provided by the federal government is only a small percentage of your local school budget, but often it can make the difference in a school system's ability to purchase the high-tech instructional equipment and training services needed to keep vocational-technical instruction on the leading edge of technology.

*[**Note:** If you know of examples of how federal grant money has helped a particular local program, cite them.]*

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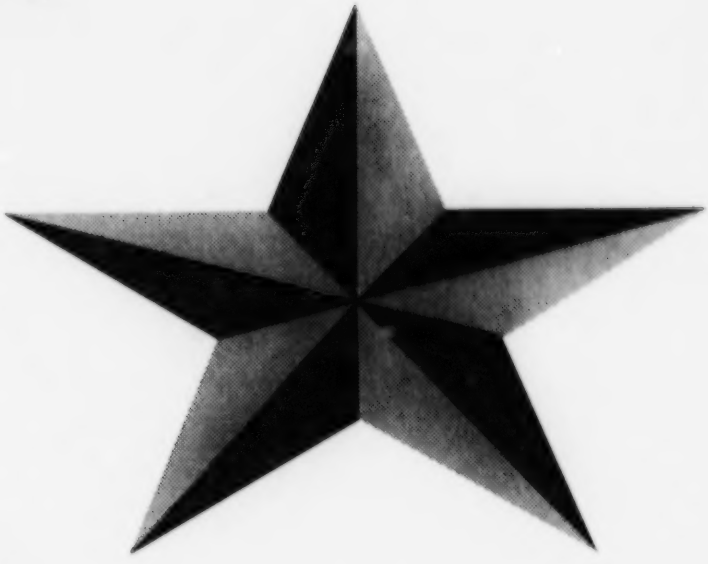
Appendix



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1997 AVA School-to-Work Partners

The American Vocational Association's School-to-Work Partners program, introduced in 1995, is a national effort to equip America's students with the educational background they need to land successful careers. The coalition of business and education leaders aims to put school-to-work transition on the agenda of every community in the United States.

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Important Federal Administration Addresses

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Executive Office of the President
1600 Pennsylvania Avenue, N.W.
Washington, DC 20500
202/456-1414

The Honorable Franklin Raines, Director
Office of Management and Budget
Old Executive Office Building
17th Street & Pennsylvania Avenue, NW
Washington, DC 20503
202/395-4840

The Honorable Richard Riley
Secretary of Education
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202/401-3000

The Honorable Alexis Herman
Secretary of Labor Designate
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The Honorable Trish McNeil
Assistant Secretary
Office of Vocational & Adult Education
Department of Education
330 C Street, SW, Suite 4090
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The Honorable JD Hoye
Director
National School-to-Work Office
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Washington, DC 20024
202/401-6222

The Honorable Tim Barnicle
Assistant Secretary
Employment and Training Administration
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Washington, DC 21210
202/219-6050

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State Level Decision Makers (as of 2/97)

State/Legislative Session	Governor	Chief State School Officer	State Director, Vocational-Technical Education	State Director Community Colleges
Alabama 2/4/97-5/19/97	Fob James, Jr (R) State Capitol N-104 600 Dexter Avenue Montgomery, AL 36130-2751 334/ 242-7100; 334/242-4541 fax	Edward Richardson Alabama Dept. of Education Gordon Persons Bldg 50 N. Ripley St, PO Box 302102 Montgomery, AL 36130-2101 334/242-9702; 334/242-9708 fax	George Martin Alabama State Department of Education 5239 Gordon Persons Bldg, Box302101 Montgomery, AL 36130-2101 334/ 242-9111; 334/ 242-0234 fax	Fred Gainous, Chancellor Dept. of Postsecondary Education 401 Adams Avenue Montgomery, AL 36130-2130 334/242-2900; 334/242-0214 fax
Alaska 1/13/97-5/13/97	Tony Knowles (D) P.O. Box 110001 Juneau, AK 99811-0001 907/ 465-3500; 907/465-3532 fax	Shirley Holloway Alaska Department of Education 801 W. 10th Street, Suite 200 Juneau, AK 99801-1894 907/465-2802; 907/465-4156 fax	Linda Van Ballengerghe Alaska Department of Education 801 W. 10th Street, Suite 200 Juneau, AK 99801-1894 907/465-4686; 907/ 465-3240 fax	Jerome Komisar, President Univ. of Alaska Statewide System 202 Butrovich Bldg, 910 Yukon Dr Fairbanks, AK 99775 907/474-7311; 907/474-7570 fax
Arizona 1/13/97-4/22/97	Fife Symington (R) State Capitol, West Wing 1700 W. Washington, 9th Fl Phoenix, AZ 85007 602/ 542-4331; 602/542-7601 fax	Lisa Keegan Arizona Department of Education 1535 West Jefferson Phoenix, AZ 85007 602/542-5450; 602/542-5440 fax	Mary Lewkowitz Arizona Department of Education 1535 West Jefferson Phoenix, AZ 85007 602/ 542-5106; 602/ 542-1849 fax	Donald Puyear, Executive Director AZ State Community College Board Century Plaza, suite #1220 3225 N. Central Ave Phoenix, AZ 85012 602/255-4037; 602/279-3464 fax
Arkansas 1/13/97-3/28/97	Michael Huckabee (R) 250 State Capitol Building Little Rock, AR 72201 501/ 682-2345; 501/682-1382 fax	Gene Wilhoit Arkansas Dept. of Education Four State Capitol Mall, Rm 304A Little Rock, AR 72201 501/682-4202; 501/682-1079 fax	Steve Franks Vocational & Technical Education Three Capitol Mall Little Rock, AR 72201-1083 501/682-1500; 501/682-1509 fax	Mary Beth Sudduth Department of Higher Education 114 East Capitol Avenue Little Rock, AR 72201 501/324-9300; 501/324-9308 fax

State/Legislative Session	Governor	Chief State School Officer	State Director, Vocational-Technical Education	State Director Community Colleges
California 12/2/96–9/12/97	Pete Wilson (R) State Capitol, 1st Floor Sacramento, CA 95814 916/ 445-2841; 916/445-4633 fax	Delaine Eastin California Dept of Education 721 Capitol Mall Sacramento, CA 95814 916/657-4768; 916/657-4975 fax	Stuart Greenfield California Department of Education 721 Capitol Mall, 4th Floor Sacramento, CA 94244-2720 916/657-2532; 916/657-5079 fax	Thomas Nussbaum California Community Colleges 1107 Ninth Street, 6th Floor Sacramento, CA 95814 916/322-4005; 916/323-9478 fax
Colorado 1/5/97–5/7/97	Roy Romer (D) 136 State Capitol Building Denver, CO 80203-1792 303/ 866-2471; 303/866-2003 fax	Richard Laughlin Commissioner of Education Colorado Dept. of Education 201 East Colfax Avenue Denver, CO 80203-1799 303/866-6806; 303/866-6938 fax	Clay Whitlow Colorado Community College & Occupational Education System 1391 North Speer Blvd, #600 Denver, CO 80204-2554 303/ 620-4000; 303/825-4295 fax	Jerome Wartgow, President Community College and Occupational Education System 1391 North Speer Blvd, #600 Denver, CO 80204-2554 303/595-1552; 303/825-4295 fax
Connecticut 1/8/97– 6/4/97	John Rowland (R) State Capitol, 210 Capitol Ave Hartford, CT 06106 860/ 566-4840; 860/524-7396 fax	Theodore Sergi Connecticut Dept.of Education 165 Capitol Ave, Rm 305 Hartford, CT 06106-1630 860/566-5061; 860/566-8890 fax	Leslie Averna State Department of Education 25 Industrial Park Road Middletown, CT 06457 860/ 638-4000; 860/ 632-1854 fax	Bruce Leslie, Chancellor Community-Technical Colleges 61 Woodland Street Hartford, CT 06105 860/725-6601; 860/566-6624 fax
Delaware 1/14/97–6/30/97	Tom Carper (D) Legislative Hall Dover, DE 19901 302/577-3210; 302/577-3118 fax	Michael Ferguson Dept. of Public Instruction Townsend Building, #279 Federal & Lockerman Streets Dover, DE 19901 302/739-4601; 302/739-4654 fax	Lewis Atkinson Department of Public Instruction P.O. Box 1402 - Townsend Building Dover, Delaware 19903-1402 302/739-4638; 302/739-3744 fax	Orlando George, Jr., President Technical & Community College P.O. Box 897 Dover, DE 19903 302/739-4053; 302/739-6225 fax

State/Legislative Session	Governor	Chief State School Officer	State Director, Vocational-Technical Education	State Director Community Colleges
Florida 3/4/97–5/2/97	Lawton Chiles (D) The Capitol Tallahassee, FL 32399-0001 904/488-4441; 904/488-9578 fax	Frank Brogan Florida Dept. Of Education Capitol Building, Room PL 08 Tallahassee, FL 32301 904/487-1785; 904/488-1492 fax	Joseph Stephens, Director Div of Applied Technology & Adult Ed 325 West Gaines St, Suite 744 FEC Tallahassee, FL 32399-0400 904/488-7591; 904/487-0419 fax	Clark Maxwell, Executive Director Division of Community Colleges 1314 Florida Education Center 325 West Gaines Street Tallahassee, FL 32399-0900 904/488-1721; 904/487-3441 fax
Georgia 1/13/97–3/28/97	Zell Miller (D) 203 State Capitol Atlanta, GA 30334 404/656-1776; 404/656-2612 fax	Linda Schrenko Education Department 2060 E.Twin Towers 205 Butler St, SE Atlanta, GA 30334-5010 404/656-2800; 404/651-8507 fax	Sue Dohrmann, Career Education Director Department of Education 1752 Twin Towers East Atlanta, GA 30334 404/656-3698; 404/651-8984 fax	Kenneth Breeden, Commissioner Postsecondary Vocational Education 1800 Century Place, NE; Suite 400 Atlanta, GA 30345-4304 404/679-1601; 404/679-1601 fax
Hawaii 1/15/97–4/28/97	Ben Cayetano (D) State Capitol 415 S. Beretania St Honolulu, HI 96813 808/586-0034; 808/586-0006 fax	Herman Aizawa Hawaii Dept. Of Education 1390 Miller Street, #307 Honolulu, HI 96813 808/586-3310; 808/586-3234 fax	Alan Kohan State Director for Vocational Education 2425 Campus Rd, Sinclair Mezzanine 2 Honolulu, HI 96822-2489 808/956-7461; 808/956-9096 fax	Joyce Tsunoda University of Hawaii 2444 Dole Street Honolulu, HI 96822 808/956-5883; 808/956-5286 fax
Idaho 1/6/97–3/20/97	Philip Batt (R) State Capitol West Wing, 2nd Fl PO Box 83720 Boise, ID 83720-0034 208/334-2100; 208/334-2175 fax	Anne Fox Idaho Dept. Of Education 650 West State Street PO Box 83720 Boise, ID 83720 208/334-3300; 208/334-2228 fax	Trudy Anderson, State Administrator Idaho Division of Vocational Education 650 W. State St, Rm 324 PO Box 83720 Boise, ID 83720-0095 208/334-3216; 208/334-2365 fax	Rayburn Barton, Executive Director State Board of Education 650 West State St, LBJ Bldg, # 307 Boise, ID 83720 208/334-2270; 208/334-2632 fax

State/Legislative Session	Governor	Chief State School Officer	State Director, Vocational-Technical Education	State Director Community Colleges
Illinois 1/7/97–12/19/97	Jim Edgar (R) 207 State Capitol Building Springfield, IL 62706 217/782-6830; 217/782-3560 fax	Joseph Spagnolo, Jr Illinois Board of Education 100 North First Street Springfield, IL 62777 217/782-2221; 217/785-3972 fax	Diana Robinson State Director of Vocational Education 100 North First Street (E-439) Springfield, IL 62777 217/782-4870; 217/782-9224 fax	Vacancy Illinois Community College Board 509 South Sixth Street, Suite 400 Springfield, IL 62701 217/785-0123; 217/524-4981 fax
Indiana 1/8/97–4/29/97	Frank O'Bannon (D) 206 State House Indianapolis, IN 46204 317/232-4567; 317/232-3443 fax	Suellen Reed Indiana Dept. Of Education State House, Room 229 Indianapolis, IN 46204 317/232-6665; 317/232-8004 fax	Terry Fields, State Director Department of Workforce Development 10 North Senate Avenue, Room SE212 Indianapolis, IN 46204-2277 317/232-1829; 317/232-1815 fax	Stanley Jones, Commissioner Commission for Higher Education 101 West Ohio Street, Suite 550 Indianapolis, IN 46204 317/464-4400; 317/464-4410 fax
Iowa 1/13/97–5/2/97	Terry Branstad (R) State Capitol Building Des Moines, IA 50319 515/281-5211; 515/281-6611 fax	Ted Stilwill Iowa Dept. Of Education Grimes State Office Building East 14th and Grant Streets Des Moines, IA 50319-0146 515/281-3436; 515/281-4122 fax	Jerda Garey, Bureau Chief Bureau of Tech & Vocational Education Grimes State Office Building Des Moines, IA 50319-0146 515/281-3542; 515/281-6544 fax	Vacant, Administrator Division of Community Colleges Iowa Department of Education Grimes State Office Building Des Moines, IA 50319-0146 515/281-8260; 515/281-6544 fax
Kansas 1/13/97–5/1/97	Bill Graves (R) State Capitol, 2nd Floor Topeka, KS 66612-1590 913/296-3232; 913/296-7973 fax	John Tomplins Kansas Department of Education 120 South East Tenth Avenue Topeka, KS 66612-1182 913/296-3202; 913/296-7933 fax	Don Strait, State Director Kansas State Board of Education 120 S.E. 10th Ave Topeka, KS 66612-1182 913/296-3952; 913/296-3523 fax	Merlyne Hines Starr, Director Kansas State Board of Education 120 Tenth Avenue, SE Topeka, KS 66612-1182 913/296-2635; 913/296-3523 fax

State/Legislative Session	Governor	Chief State School Officer	State Director, Vocational-Technical Education	State Director Community Colleges
Kentucky no regular session	Paul Patton (D) 100 State Capitol Frankfort, KY 40601 502/564-2611; 502/564-2517 fax	Wilmer Cody Kentucky Dept. of Education Capitol Plaza Tower, 500 Mero St Frankford, KY 40601 502/564-3141; 502/564-5680 fax	Charles Wade, Acting Commissioner Department of Technical Education 301 Capital Plaza Tower Frankfort, KY 40601 502/564-4286; 502/564-5316 fax	Ben Carr, Chancellor Community College System 102 Breckinridge Hall Lexington, KY 40506-0056 606/257-8607; 606/257-5640 fax
Louisiana 3/31/97–6/23/97	Murphy "Mike" Foster (R) State Capitol P.O. Box 94004 Baton Rouge, LA 70804-9004 504/342-7015 504/342-7099 fax	Cecil Picard Louisiana Dept. Of Education 626 North 4th Street, 12th Floor Baton Rouge, LA 70804-9064 504/342-3602 504/342-7316 fax	Florent Hardy State Director of Vocational Education Louisiana Department of Education P.O. Box 94064 Baton Rouge, LA 70804-9064 504/342-3526 502/342-7856 fax	Larry Crane, Commissioner of Higher Education Louisiana Board of Regents 150 Third Street, Suite 129 Baton Rouge, LA 70101-1389 504/342-4253 504/342-9318 fax
Maine 1/8/97–6/18/97	Angus King, Jr. (I) 1 State House Station Augusta, ME 04333 207/287-3531 207/287-1034 fax	Duke Albanese Maine Department of Education 23 State House Station Augusta, ME 04333-0023 207/287-5114 207/287-5802 fax	Christopher Lyons, Director Workforce Education & School-to-Work Maine Department of Education 23 State House Station Augusta, ME 04333-0023 207/287-5854 207/287-5894 fax	John Fitzsimmons, President Maine Technical College System 323 State Street Augusta, ME 04330 207/287-1070 207/287-1037 fax
Maryland 1/8/97–4/7/97	Paris Glendening (D) State House 100 State Circle Annapolis, MD 21401 410/974-3901; 410/974-3275 fax	Nancy Grasmick Maryland Dept. Of Education 200 West Baltimore Street Baltimore, MD 21201 410/767-0462; 410/333-6033 fax	Katharine Oliver State Department of Education 200 W. Baltimore Street Baltimore, MD 21201 410/767-0158; 410/333-2099 fax	VACANT Coordinator of Community Colleges Higher Education Commission 16 Francis Street Annapolis, MD 21401 410/974-2971; 410/974-5376 fax

State/Legislative Session	Governor	Chief State School Officer	State Director, Vocational-Technical Education	State Director Community Colleges
Massachusetts 1/1/97–4/7/97	William Weld (R) State House Executive Office Boston, MA 02133 617/727-3600 617/727-9725 fax	Robert Antonucci Massachusetts Dept. of Education 350 Main Street Malden, MA 02148 617/388-3300 617/397-0771 fax	VACANT Massachusetts Department of Education 350 Main Street Malden, MA 02148 617/388-3300 617/388-3394 fax	Janice Motta, Executive Director MA Community Colleges 101 Summer Street, Third Floor Boston, MA 02110 617/542-2911 617/542-2904 fax
Michigan 1/10/97–12/31/97	John Engler (R) Olds Plaza, P.O. Box 30013 Lansing, MI 48909 517/373-3400 517/335-7899 fax	Arthur Ellis Michigan Dept. of Education 608 West Allegan Street, 4th FL Lansing, MI 48933 517/373-3354 517/335-4565 fax	Barbara Atkins, State Director MI Office of Career & Tech. Education P.O. Box 30009 Lansing, MI 48809 517/373-3373 517/373-8776 fax	James Folkening, Supervisor Community College Services Unit Michigan Department of Education PO Box 30009 Lansing, MI 48909 517/373-3360 517/373-2759 fax
Minnesota 1/7/97–5/19/97	Arne Carlson (R) 130 State Capitol St. Paul, MN 55155 612/296-3391 612/296-2089 fax	Robert Wedl Office of Teaching and Learning 726 Capitol Sq Bldg-550 Cedar St St Paul, MN 55101 612/297-4806 612/282-6779 fax	Mary Jaquart Community College System 550 Cedar St 200 Capitol Square Bldg St. Paul, MN 55101 612/296-7971 612/297-3312 fax	Judith Eaton, Chancellor Community College System 550 Cedar St, Suite 203 St. Paul, MN 55101 612/296-6216 612/221-4646
Mississippi 1/7/97–4/6/97	Kirk Fordice (R) P.O. Box 139 Jackson, MS 39205 601/359-3150 601/359-3741 fax	Tom Burnham State Department of Education 550 High Street, Room 501 Jackson, MS 39201 601/359-3512 601/359-3242 fax	Therrell Myers Mississippi Department of Education P.O. Box 771 Jackson, MS 39205-0771 601/359-3090 601/359-6619 fax	Olon Ray, Executive Director State Board for Community College 3825 Ridgewood Road, Box 3 Jackson, MS 39211 601/982-6518 601/982-6365 fax
Missouri 1/8/97–5/16/97	Mel Carnahan (D) 216 State Capitol P.O. Box 720 Jefferson City, MO 65102 573/751-3222 573/751-1495 fax	Robert Bartman Missouri Dept. of Elementary & Secondary Education 205 Jefferson Street, 6th Fl Jefferson City, MO 65102 573/751-4446 573/751-1179 fax	Russell McCampbell, State Director Missouri Department of Education P.O. Box 480 Jefferson City, MO 65102 573/751-2660 573/526-4261 fax	Terry Barnes Coordinating Board for Higher Ed 3515 Amazonas Drive Jefferson City, MO 65109 573/571-2361 573/571-6635 fax

State/Legislative Session	Governor	Chief State School Officer	State Director, Vocational-Technical Education	State Director Community Colleges
Montana 1/6/97–4/30/97	Marc Racicot (R) 204 State Capitol Helena, MT 59620 406/444-3111 406/444-4151 fax	Nancy Keenan MT Office of Public Instruction 106 State Capitol Helena, MT 59620 406/444-7360 406/444-2893 fax	Jane Karas Director for Workforce Development 2500 Broadway Helena, MT 59620 406/444-0316 406/444-1469 fax	Richard Crofts, Dep Commissioner University of Montana System 2500 Broadway Helena, MT 59620 406/444-6570 406/444-1469 fax
Nebraska 1/8/97–6/1/97	Ben Nelson (D) State Capitol P.O. Box 94848 Lincoln, NE 68509-4848 402/471-2244 402/471-6031 fax	Douglas Christensen Nebraska Dept of Education 301 Centennial Mall S, 6th FL P.O. Box 94987 Lincoln, NE 68509-4987 402/471-5020 402/471-4433 fax	Richard Campbell, State Director Nebraska Department of Education 301 Centennial Mall S., PO Box 94987 Lincoln, NE 68509 402/471-4808 402/471-0117 fax	David Powers, Executive Director Coordinating Commission for Postsecondary Education Box 95005 140 N 18th St, Ste 300 Lincoln, NE 68509-5005 402/471-2847 402/471-2886 fax
Nevada 1/20/97–7/1/97	Bob Miller (D) Executive Chambers Capitol Complex Carson City, NV 89710 702/687-5670 702/687-4486 fax	Mary Peterson Nevade Department of Education 700 East 5th Street Carson City, NV 89710 702/687-9200 702/687-9202 fax	Phyllis Rich Occupational & Continuing Education Nevada Department of Education 400 West King Street Carson City, NV 89710 702/687-9100 702/687-9114 fax	John Richardson, Vice Chancellor University and Community College System 2601 Enterprise Road Reno, NV 89512 702/784-4022 702/784-1127 fax
New Hampshire 1/8/97–6/20/97	Jeanne Shaheen (D) 208-214 State House Concord, NH 03301 603/271-2121 603/271-2130 fax	Elizabeth Twomey Department of Education 101 Pleasant St, State Ofc Park S Concord, NH 03301 603/271-3144 603/271-3830 fax	Gwen Blair, State Director State Department of Education 101 Pleasant Street Concord, NH 03301 603/271-3890 603/271-1953 fax	Jeffrey Rafn, Commissioner NH Regional Community Colleges 5 Institute Drive Concord, NH 03301 603/271-2722 603/271-2725 fax
New Jersey 1/8/97–1/14/97	Christine Todd Whitman (R) State House Trenton, NJ 08625 609/292-6000 609/292-5212 fax	Leo Klagholz Deptartment of Education 100 River View Plaza, CN500 Trenton, NJ 08625-0500 609/292-4450 609/777-4099 fax	Thomas Henry, Director Office of School-to-Work Initiatives State Department of Education, CN500 Trenton, NJ 08625-0500 609/633-0665 609/984-5328 fax	Martina Hammond-Paludan Department of Higher Education 20 West State Street, CN 542 Trenton, NJ 08608 609/292-4310 609/292-7225 fax

State/Legislative Session	Governor	Chief State School Officer	State Director, Vocational-Technical Education	State Director Community Colleges
New Mexico 1/21/97–3/22/97	Gary Johnson (R) State Capitol Building Santa Fe, NM 87503 505/827-3000 505/827-3026 fax	Alan Morgan Department of Education Education Bldg, 300 Don Gaspar Santa Fe, NM 87501-2786 505/827-6688 505/827-6520 fax	Carolyn Luck Vocational-Technical & Adult Education Department of Education 300 Don Gaspar Santa Fe, NM 87501 505/827-6512 505/827-4041 fax	Bill Simpson, Deputy Director Commission on Higher Education 1068 Cerrillos Road Santa Fe, NM 87501-4295 505/827-7383 505/827-7392 fax
New York 1/7/97–12/31/97	George Pataki (R) State Capitol Albany, NY 12224 518/474-8390 518/474-3767 fax	Richard Mills Department of Education 111 Education Building Washington Avenue Albany, NY 12234 518/474-5844 518/473-4909 fax	Jean Stevens, Acting Assistant Office of Workforce Preparation Room 311 EB Albany, NY 12234 518/474-8892 518/474-0319 fax	Glen DuBois, Director SUNY, State University Plaza T-705 Albany, NY 12246 518/443-5134 518/443-5250 fax
North Carolina 1/29/97–8/1/97	James Hunt, Jr. (D) 116 W. Jones Street Raleigh, NC 27603 919/733-4240 919/733-2120 fax	Mike Ward Department of Public Instruction Education Building 301 North Wilmington Street Raleigh, NC 27601-2825 919/715-1277 919/715-1278 fax	June Atkinson, Head Workforce Development NC Department of Public Instruction 301 North Wilmington Street Raleigh, NC 27601 919/715-1626 919/715-1628 fax	VACANT, President Department of Community Colleges Caswell Bldg, 200 W. Jones Street Raleigh, NC 27603-1337 919/733-7051 919/733-0680 fax
North Dakota 1/6/97–4/29/97	Edward Schafer (R) State Capitol 600 E. Boulevard Avenue Bismarck, ND 58505 701/328-2200 701/328-2205 fax	Wayne Sanstead Department of Public Instruction State Capitol Building, 11th Floor 600 Boulevard Avenue, East Bismark, ND 58505-0440 701/328-4572 701/328-2461 fax	Mel Olson, State Director State Board for Vocational Technical Education 600 E. Boulevard Ave., 15th Floor Bismarck, ND 58505-0610 701/328-2259 701/328-1255 fax	Larry Isaak, Chancellor North Dakota University System State Capitol-10th Floor 600 E Boulevard Bismarck, ND 58505 701/328-2962 701/328-2961 fax

State/Legislative Session	Governor	Chief State School Officer	State Director, Vocational-Technical Education	State Director Community Colleges
Ohio 1/6/97–12/31/97	George Voinovich (R) Vern Riffe Center 77 S. High Street, 30th Floor Columbus, OH 43215 614/466-3555 614/466-9354 fax	John Goff Ohio Department of Education 65 South Front Street, Room 810 Columbus, OH 43215-4183 614/466-3304 614/644-5960 fax	Joanna Kister, Director Vocational and Adult Education Ohio Department of Education 65 South Front Street, Room 907 Columbus, OH 43215-4183 614/466-3430 614/644-5702 fax	Garrison Walters, Vice Chancellor Ohio Board of Regents 30 East Broad Street, 36th floor Columbus, OH 43266-0417 614/466-0885 614/466-5866 fax
Oklahoma 1/7/97/– 5/30/97	Frank Keating (R) 212 State Capitol Oklahoma City, OK 73105 405/521-2342 405/521-3353 fax	Sandy Garrett Department of Education Hodge Education Building 2500 North Lincoln Boulevard Oklahoma City, OK 73105-4599 405/521-4887 405/521-6205 fax	Roy Peters, Jr., State Director Oklahoma Department of Vo-tech 1500 West Seventh Avenue Stillwater, OK 74074-4364 405/743-5444 405/743-5541 fax	Hans Brisch, Chancellor Regents for Higher Education 500 Education Bldg State Capitol Complex Oklahoma City, OK 73105 405/524-9121 405/524-9235 fax
Oregon 1/13/97–7/13/97	John Kitzhaber (D) 254 State Capitol Salem, OR 97310 503/378-3111 503/378-4863 fax	Norma Paulus Oregon Department of Education 255 Capitol St. NE Salem, OR 97310 503/378-3573 503/378-4772 fax	Judy Patterson, Assoc. Superintendent Oregon Department of Education Public Service Building 255 Capitol Street, NE Salem, OR 97310-0203 503/378-3584 503/373-7968 fax	Roger Bassett, Commissioner Office of Community College Serv. Oregon Board of Education 700 Pringle Parkway, SE Salem, OR 97310 503/378-8549 503/378-8434 fax
Pennsylvania 1/7/97–11/30/97	Tom Ridge (R) 225 Main Capitol Building Harrisburg, PA 17120 717/787-5545 717/783-4429 fax	Eugene Hickok, Jr Department of Education 333 Market Street, 10th Floor Harrisburg, PA 17126-0333 717/787-5820 717/787-7222 fax	Ferman Moody State Director of Voc Tech Education Pennsylvania Department of Education 333 Market Street Harrisburg, PA 17126-0333 717/787-5530 717/783-6672 fax	Barbara Senier, Director Bureau of Postsecondary Services Pennsylvania Dept. of Education 333 Market Street-12th Floor Harrisburg, PA 17126-0333 717/787-4313 717/783-5420 fax

State/Legislative Session	Governor	Chief State School Officer	State Director, Vocational-Technical Education	State Director Community Colleges
Rhode Island 1/7/97–7/5/97	Lincoln Almond (R) State House Providence, RI 02903 401/277-2080 ext603 410/273-5729 fax	Peter McWalters Department of Education Shepard Bldg 255 Westminister St Providence, RI 02903 401/277-4600 401/277-6178	Frank Santoro, Director Career and Technical Education 255 Westminster Street, Shepard Bldg Providence, RI 02903 401/277-4600 401/277-2537 fax	Edward Liston, President Community College of RI 400 East Avenue Warwick, RI 02886 401/825-2188 401/825-2365 fax
South Carolina 1/14/97–6/8/97	David Beasley (R) State House P.O. Box 11369 Columbia, SC 29211 803/734-9818 803/734-1598 fax	Barbara Nielsen Department of Education 1006 Rutledge Building 1429 Senate Street Columbia, SC 29201 803/734-8492 803/734-4426 fax	Anne Matthews, State Director Occupational Education South Carolina Department of Education 902 Rutledge Bldg, 1429 Senate Street Columbia, SC 29201 803/734-8410 803/734-3525 fax	Michael McCall, Executive Director State Board of Technical and Comprehensive Education 111 Executive Center Drive Columbia, SC 29210 803/737-9320 803/737-9343 fax
South Dakota 1/14/97–3/11/97	William Janklow (R) State Capitol 500 E. Capitol Ave Pierre, SD 57501-5070 605/773-3212 605/773-5844 fax	Karon Schaack Department of Education 700 Governors Drive Pierre, SD 57501-2291 605/773-5669 605/773-6139 fax	Patrick Keating, State Director Div. of Workforce & Career Preparation 700 Governors Drive Pierre, SD 57501-2291 605/773-4527 605/773-4236 fax	Howell Todd, Executive Director Board of Regents 207 East Capitol Avenue Pierre, SD 57501 605/773-3455 605/773-5320 fax
Tennessee 1/7/97–5/30/97	Don Sundquist (R) State Capitol Nashville, TN 37243 615/741-2001 615/532-9711 fax	Ada Jane Walters Department of Education Sixth Fl, Andrew Johnson Tower 710 James Robertson Parkway Nashville, TN 37243-0375 615/741-2731 615/741-6236 fax	Becky Hendrick Kent, Executive Dir Div. Of Vocational-Technical Education 710 James Roberston Pkwy, 4th Fl Gateway Plaza Nashville, TN 37219 615/532-2815 615/532-8226 fax	Peter Consacro, Vice Chancellor Tennessee Board of Regents 1415 Murfreesboro Road, Suite 350 Nashville, TN 37217-2833 615/366-4400 615/366-4464 fax

State/Legislative Session	Governor	Chief State School Officer	State Director, Vocational-Technical Education	State Director Community Colleges
Texas 1/14/97–3/5/97	George Bush (R) State Capitol P.O. Box 12428 Austin, TX 78711 512/463-1762 512/463-1849 fax	Michael Moses Texas Education Agency William B. Travis Building 1701 North Congress Avenue Austin, TX 78701-1494 512/463-8985 512/463-9008 fax	Jay Cummings, Assoc Commissioner Special Populations 1701 N. Congress Avenue H.P. #455 Austin, TX 78701-1494 512/463-8992 512/463-9176 fax	Robert Lahti, Asst. Commissioner Higher Ed. Coordination Board, Community College Division PO Box 12788, Capitol Station Austin, TX 78711 512/483-6250 512/483-6444 fax
Utah 1/20/97–3/5/97	Michael Leavitt (R) 210 State Capitol Salt Lake City, UT 84114 801/538-1000 801/538-1528 fax	Scott Bean Utah State Office of Education 250 East 500 South Salt Lake City, UT 84111 801/538-7510 801/538-7768 fax	Robert Brems, Associate Superintendent USOE 250E 500S Salt Lake City, UT 84111 801/538-7841 801/538-7868 fax	Max Lowe Utah System of Higher Education 3 Triad Center, Suite 550 355 W North Temple Salt Lake City, UT 84180-1205 801/321-7123 801/321-7199 fax
Vermont 1/8/97–4/29/97	Howard Dean (D) Pavilion Office Building, 5th Fl 109 State Street Montpelier, VT 05609 802/828-3333 802/828-3320 fax	Marc Hull Department of Education 120 State Street Montpelier, VT 05620-2501 802/828-3135 802/828-3140 fax	Kathy Finck Career & Lifelong Learning Vermont Department of Education 120 State Street Montpelier, VT 05620 802/828-5144 802/828-3146 fax	Charles Bunting, Chancellor Vermont State Colleges P.O. Box 359 Waterbury, VT 05676 802/241-2520 802/241-3369 fax
Virginia 1/8/97–2/7/97	George Allen (R) State Capitol Richmond, VA 23219 804/786-2211 804/371-6351 fax	Richard La Pointe Department of Education 101 North 14th St, 25th Floor James Monroe Building Richmond, VA 23219 804/225-2755 804/371-2099 fax	Neils Brooks, State Director Vocational, Adult & Employment Svcs Virginia Department of Education 101 N. 14th St, 21st Fl, PO Box 2120 Richmond, VA 23218-2120 804/225-2847 804/371-2456 fax	Arnold Oliver, Chancellor Virginia Community College System James Monroe Building, 15th Floor 101 North 14th Street Richmond, VA 23219 804/225-2118 804/786-3786 fax

State/Legislative Session	Governor	Chief State School Officer	State Director, Vocational-Technical Education	State Director Community Colleges
Washington 1/13/97–4/27/97	Gary Locke (D) Legislative Building PO Box 40002 Olympia, WA 98504-4110 360/753-6780 360/753-4110 fax	Terry Bergeson Department of Public Instruction Old Capitol Bldg, PO Box 47200 Washington & Legion Olympia, WA 98504-7200 360/586-6904 360/753-6712 fax	Ellen O'Brien Saunders, Executive Dir. Workforce Training & Ed Board Bldg 17, Airdustrial Park PO Box 43105 Olympia, WA 98504-3105 360/753-5660 360/586-5862 fax	Earl Hale, Executive Director WA State Board for Community and Technical Colleges 319 Seventh Ave, PO Box 42495 Olympia, WA 98504 360/753-7412 360/586-6440 fax
West Virginia 1/8/97–4/12/97	Cecil Underwood (R) State Capitol Building Charleston, WV 25305 304/558-2000 304/342-7025 fax	Henry Marockie Department of Education 1900 Kanawha Blvd E Bldg6B358 Charleston, WV 25305 304/558-2681 304/558-0048 fax	Adam Sponaugle WV Department of Education 1900 Kanawha Blvd E, Bldg 6B221 Charleston, WV 25305-0330 304/558-2346 304/558-3946 fax	Jim Skidmore State College System of WV 1018 Kanawha Blvd, East Charleston, WV 25301-2827 304/558-0265 304/558-1646 fax
Wisconsin 1/6/97–12/31/97	Tommy Thompson (R) State Capitol P.O. Box 7863 Madison, WI 53707-7863 608/266-1212 608/267-8983 fax	John Benson Department of Public Instruction 125 S. Webster St, PO Box 7841 Madison, WI 53702-7841 608/266-1771 608/266-5188 fax	Edward Chin, State Director WI Technical College System Board 310 Price Place, PO Box 7874 Madison, WI 53707-7874 608/266-1770 608/266-1985 fax	Edward Chin, State Director WI Technical College System Board 310 Price Place, PO Box 7874 Madison, WI 53707-7874 608/266-1770 608/266-1285 fax
Wyoming 1/14/97–3/11/97	Jim Geringer (R) State Capitol Cheyenne, WY 82002-0010 307/777-7434 307/632-3909 fax	Judy Catchpole Department of Education 2300 Capitol Ave, 2nd Floor Hathaway Building Cheyenne, WY 82002-0050 30777-7675 307/777-6234 fax	Patty Muhlenkamp, State Director Applied Technology Vocational/Data Wyoming Department of Education Hathaway Bldg 2nd Fl 2300 Capitol Ave Cheyenne, WY 82002-0050 307/777-7415 307/777-6234 fax	Thomas Henry, Executive Director Community College Commission Herschler Building, 1st Floor West 122 West 25th Street Cheyenne, WY 82003 307/777-7763 307/777-6567 fax

105th Congress
Members of the U.S. Senate*

Area code for all phone numbers is 202; All addresses include Washington, DC 20510
D–Dirksen Senate Building; **H**–Hart Senate Building; **R**–Russell Senate Building
(Please note: Some room assignments are temporary and may change by June 1997.)

Name, Party, State	Phone	Room
Abraham, Spencer,R-MI	224-4822	D-245
Akaka, Daniel K, D-HI	224-6361	H-720
Allard, Wayne, R-CO	224-5941	H-716
Ashcroft, John, R-MO	224-6154	R-170
Baucus, Max, D-MT	227-2651	H-511
Bennett, Robert R, R-UT	227-5444	D-431
Biden, Joseph R Jr, D-DE	227-5042	R-221
Bingaman, Jeff, D-NM	227-5521	H-703
Bond, Christopher S, R-MO	227-5721	R-293
Boxer, Barbara, D-CA	227-3553	H-1 12
Breaux, John B, D-LA	227-4623	H-516
Brownback, Sam, R-KS	227-6521	H-14*
Bryan, Richard H, D-NV	227-6244	R-36*
Bumpers, Dale, D-AR	227-4843	D-229
Burns, Conrad, R-MT	227-2644	D-1 87
Byrd, Robert C, D-WV	227-3954	H-311
Campbell, Ben Nighthorse, R-CO	227-5852	R-380
Chafee, John H, R-RI	227-2921	D-505
Cleland, Max, D-GA	227-3521	D-463
Coats, Daniel R, R-IN	227-5623	R-404
Cochran, Thad, R-MS	227-5054	R-326
Collins, Susan, R-ME	227-2523	D-B40-4
Conrad, Kent, D-ND	227-2043	H-724
Coverdell, Paul, R-GA	227-3643	R-200
Craig, Larry E, R-ID	227-2752	H-313
D'Amato, Alfonse M, R-NY	227-6542	H-520
Daschle, Tom, D-SD	227-2321	H-509
DeWine, Mike, R-OH	227-2315	R-140
Dodd, Christopher J, D-CT	227-2823	R-444
Domenici, Pete V, R-NM	227-6621	H-328
Dorgan, Byron L, D-ND	227-2551	H-713
Durbin, Richard J, D-IL	227-2152	R-267
Enzi, Mike, R-WY	227-3424	H-1 16
Faircloth, LAuch, R-NC	227-3154	H-317
Feingold, Russell D, D-WI	227-5323	H-502
Feinstein, Dianne, D-CA	227-3841	H-331
Ford, Wendell H, D-KY	227-4343	R-173A
Frist, Bill, R-TN	227-3344	D-565
Glenn, John, D-OH	227-3353	H503
Gorton, SLAde, R-WA	227-3441	H-730
Graham, Bob, D-FL	227-3041	H-524
Gramm, Phil, R-TX	227-2934	R-370
Grams, Rod, R-MN	227-3244	D-261
Grassley, Charles E, R-IO	227-3744	H-135
Gregg, Judd, R-NH	227-3324	R-393
Hagel, Chuck, R-NE	227-4227	D-B40-3
Harkin, Tom, D-IA	227-3254	H-531
Hatch, Orrin G, R-UT	227-5251	R-131
Helms, Jesse, R-NC	227-6342	D-403
Hollings, Ernest F, D-SC	227-6121	R-125
Hutchinson, Tim, R AR	227-2353	H-708
Hutchison, Kay Bailey, R-TX	227-5922	R-283
Inhofe, James M, R-OK	227-4721	R-453
Inouye, Daniel K, D-HI	227-3934	H-722
Jeffords, James M, R-VT	227-5141	H-513
Johnson, Tim, D-SD	227-5842	H-528
Kempthorne, Dirk, R-ID	227-6142	D-367
Kennedy, Edward M, D-MA	227-4543	R-315
Kerrey, Bob, D-NE	227-6551	H-303
Kerry, John, D-MA	227-2742	R-421
Kohl, Herb, D-WI	227-5653	H-330
Kyl, Jon, R-AZ	227-4521	H-702
Landrieu, Mary L, D-LA	227-5824	H-825
Lautenberg, Frank R, D-NJ	227-4744	H-506
Leahy, Patrick J, D-VT	227-4242	R-433
Levin, Carl, D-MI	227-6221	R-459
Lieberman, Joseph I, D-CT	227-4041	H-316
Lott, Trent, R-MS	227-6253	R-487
Lugar, Richard G, R-IN	227-4814	H-306
Mack, Connie, R-FL	227-5274	H-517
McCain, John, R-AZ	227-2235	R-241
McConnell, Mitch, R-KY	227-2541	R-361-A
Mikulski, Barbara A, D-MD	227-4654	H-709
Moseley-Braun, Carol, D-IL	227-2854	H-320
Moynihan, Daniel Patrick, D-NY	227-4451	R-464
Murkowski, Frank H, R-AK	227-6665	H-706
Murray, Patty, D-WA	227-2691	R-1 1 1
Nickles, Don R-OK	227-5754	H-1 33
Reed, Jack, D-RI	227-4642	R-339
Reid, Harry, D-NV	227-3542	H-324
Robb, Charles S, D-VA	227-4024	R-154
Roberts, Pat, R-KS	227-4774	D-1 16
Rockefeller, John, D-WV	227-6472	H-109
Roth, William V Jr, R-DE	227-2441	H-104
Santorum, Rick, R-PA	227-6324	R-120
Sarbanes, Paul S, D-MD	227-4524	H-309
Sessions, Jeff, R-AL	227-4124	D-B34
Shelby, Richard C, R-AL	227-5744	H-110
Smith, Robert C, R-NH	227-2841	D-332
Smith, Gordon R-OR	227-3753	D-B40-2
Snowe, Olympia J, R-ME	227-5344	R-495
Specter, Arlen, R-PA	227-4254	H-530
Stevens, Ted, R-AK	227-3004	H-522
Thomas, Craig, R-WY	227-6441	H-302
Thompson, Fred, R-TN	227-4944	D-523
Thurmond, Strom, R-SC	227-5972	R-217
Torricelli, Robert G, D-NJ	227-3227	H-728
Warner, John W, R-VA	227-2023	R-225
Wellstone Paul, D-MN	227-5641	H-717
Wyden, Ron D-OR	227-5244	R-259

* Source: U S. Senate

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105th Congress
Members of the U.S. House of Representatives*

Area code for all phone numbers is 202; All addresses include Washington, DC 20515

Room numbers with 3 digits are in the Cannon HOB, 4 digits beginning with 1 are in the Longworth HOB, 4 digits beginning with 2 are in the Rayburn HOB

(Please note: Some room assignments are temporary and may change by June 1997.)

Name	State	District	Phone	Room
Abercrombie, Neil	HI	1	225-2726	1233
Ackerman, Gary L.	NY	5	225-2601	2243
Aderholt, Robert B.	AL	4	225-4876	1007
Allen, Thomas H.	ME	1	225-6116	1630
Andrews, Robert E.	NJ	1	225-6501	2439
Archer, Bill	TX	7	225-2571	1236
Armey, Richard K.	TX	26	225-7772	301
Bachus, Spencer	AL	6	225-4921	442
Baesler, Scotty	KY	6	225-4706	2463
Baker, Richard H.	LA	6	225-3901	434
Baldacci, John Elias	ME	2	225-6306	1740
Ballenger, Cass	NC	10	225-2576	2182
Barcia, James A.	MI	5	225-8171	2419
Barr, Bob	GA	7	225-2931	1130
Barrett, Bill	NE	3	225-6435	2458
Barrett, Thomas M.	WI	5	225-3571	1224
Bartlett, Roscoe G.	MD	6	225-2721	322
Barton, Joe	TX	6	225-2002	2264
Bass, Charles F.	NH	2	225-5206	218
Bateman, Herbert H.	VA	1	225-4261	2350
Becerra, Xavier	CA	30	225-6235	1119
Bentsen, Ken	TX	25	225-7508	128
Bereuter, Doug	NE	1	225-4806	2184
Berman, Howard L.	CA	26	225-4695	2330
Berry, Marion	AR	1	225-4076	1407
Bilbray, Brian P.	CA	49	225-2040	1530
Bilirakis, Michael	FL	9	225-5755	2369
Bishop, Sanford D., Jr.	GA	2	225-3631	1433
Blagojevich, Rod R.	IL	5	225-4061	501
Bliley, Tom	VA	7	225-2815	2409
Blumenauer, Earl	OR	3	225-4811	1113
Blunt, Roy	MO	7	225-6536	508
Boehlert, Sherwood L.	NY	23	225-3665	2246
Boehner, John A.	OH	8	225-6205	1011
Bonilla, Henry	TX	23	225-4511	1427
Bonior, David E.	MI	10	225-2106	2207
Bono, Sonny	CA	44	225-5330	324
Borski, Robert A.	PA	3	225-8251	2267
Boswell, Leonard L.	IA	3	225-3806	1029
Boucher, Rick	VA	9	225-3861	2329
Boyd, Allen	FL	2	225-5235	1237
Brady, Kevin	TX	8	225-4901	1531
Brown, Corrine	FL	3	225-0123	1610
Brown, George E., Jr.	CA	42	225-6161	2300
Brown, Sherrod	OH	13	225-3401	328
Bryant, Ed	TN	7	225-2811	408
Bunning, Jim	KY	4	225-3465	2437
Burr, Richard	NC	5	225-2071	1513
Burton, Dan	IN	6	225-2276	2185
Buyer, Stephen E.	IN	5	225-5037	326
Callahan, Sonny	AL	1	225-4931	2418
Calvert, Ken	CA	43	225-1986	1034
Camp, Dave	MI	4	225-3561	137
Campbell, Tom	CA	15	225-2631	2442
Canady, Charles T.	FL	12	225-1252	2432
Cannon, Chris	UT	3	225-7751	118
Capps, Walter H.	CA	22	225-3601	1118
Cardin, Benjamin L.	MD	3	225-4016	104
Carson, Julia	IN	10	225-4011	1541
Castle, Michael N.	DE	At Large	225-4165	1227
Chabot, Steve	OH	1	225-2216	129
Chambliss, Saxby	GA	8	225-6531	1019
Chenoweth, Helen	ID	1	225-6611	1727
Christensen, Jon	NE	2	225-4155	413
Christian-Green, Donna M.	VI	At Large	225-1790	1711
Clay, William (Bill)	MO	1	225-2406	2306
Clayton, Eva M.	NC	1	225-3101	2440
Clement, Bob	TN	5	225-4311	2229
Clyburn, James E.	SC	6	225-3315	319
Coble, Howard	NC	6	225-3065	2239
Coburn, Tom A.	OK	2	225-2701	429
Collins, Mac	GA	3	225-5901	1131
Combest, Larry	TX	19	225-4005	1026
Condit, Gary A.	CA	18	225-6131	2245
Conyers, John, Jr.	MI	14	225-5126	2426
Cook, Merrill	UT	2	225-3011	1431
Cooksey, John	LA	5	225-8490	317
Costello, Jerry F.	IL	12	225-5661	2454
Cox, Christopher	CA	47	225-5611	2402
Coyne, William J.	PA	14	225-2301	2455
Cramer, Robert E. (Bud), Jr.	AL	5	225-4801	2416
Crane, Philip M.	IL	8	225-3711	233
Crapo, Michael D.	ID	2	225-5531	437
Cubin, Barbara	WY	At Large	225-2311	1114
Cummings, Elijah E.	MD	7	225-4741	1632
Cunningham, Randy "Duke"	CA	51	225-5452	2238
Danner, Pat	MO	6	225-7041	1207
Davis, Danny K.	IL	7	225-5006	1218
Davis, Jim	FL	11	225-3376	327
Davis, Thomas M.	VA	11	225-1492	224
Deal, Nathan	GA	9	225-5211	1406
DeFazio, Peter A.	OR	4	225-6416	2134
DeGette, Diana	CO	1	225-4431	1404
Delahunt, William D.	MA	10	225-3111	1517
DeLauro, Rosa L.	CT	3	225-3661	436
DeLay, Tom	TX	22	225-5951	341
Dellums, Ronald V.	CA	9	225-2661	2108
Deutsch, Peter	FL	20	225-7931	204
Diaz-Balart, Lincoln	FL	21	225-4211	404
Dickey, Jay	AR	4	225-3772	2453
Dicks, Norman D.	WA	6	225-5916	2467
Dingell, John D.	MI	16	225-4071	2328
Dixon, Julian C.	CA	32	225-7084	2252

* Source: U.S. House of Representatives

Name	State	District	Phone	Room
Doggett, Lloyd	TX	10	225-4865	126
Dooley, Calvin M.	CA	20	225-3341	1201
Doolittle, John T.	CA	4	225-2511	1526
Doyle, Michael F.	PA	18	225-2135	133
Dreier, David	CA	28	225-2305	237
Duncan, John J., Jr.	TN	2	225-5435	2400
Dunn, Jennifer	WA	8	225-7761	432
Edwards, Chet	TX	11	225-6105	2459
Ehlers, Vernon J.	MI	3	225-3831	1717
Ehrlich, Robert L., Jr.	MD	2	225-3061	315
Emerson, Jo Ann	MO	8	225-4404	132
Engel, Eliot L.	NY	17	225-2464	2303
English, Phil	PA	21	225-5406	1721
Ensign, John E.	NV	1	225-5965	414
Eshoo, Anna G.	CA	14	225-8104	308
Etheridge, Bob	NC	2	225-4531	1641
Evans, Lane	IL	17	225-5905	2335
Everett, Terry	AL	2	225-2901	208
Ewing, Thomas W.	IL	15	225-2371	2417
Faleomavaega, Eni F. H.	AS	At Large	225-8577	2422
Farr, Sam	CA	17	225-2861	1117
Fattah, Chaka	PA	2	225-4001	1205
Fawell, Harris W.	IL	13	225-3515	2368
Fazio, Vic	CA	3	225-5716	2113
Filner, Bob	CA	50	225-8045	330
Flake, Floyd H.	NY	6	225-3461	1035
Foglietta, Thomas M.	PA	1	225-4731	242
Foley, Mark	FL	16	225-5792	113
Forbes, Michael P.	NY	1	225-3826	416
Ford, Harold E., Jr.	TN	9	225-3265	1523
Fowler, Tillie K.	FL	4	225-2501	109
Fox, Jon D.	PA	13	225-6111	435
Frank, Barney	MA	4	225-5931	2210
Franks, Bob	NJ	7	225-5361	225
Frelinghuysen, Rodney P.	NJ	11	225-5034	228
Frost, Martin	TX	24	225-3605	2256
Furse, Elizabeth	OR	1	225-0855	316
Gallegly, Elton	CA	23	225-5811	2427
Ganske, Greg	IA	4	225-4426	1108
Gejdenson, Sam	CT	2	225-2076	1401
Gekas, George W.	PA	17	225-4315	2410
Gephardt, Richard A.	MO	3	225-2671	1226
Gibbons, Jim	NV	2	225-6155	1116
Gilchrest, Wayne T.	MD	1	225-5311	332
Gillmor, Paul E.	OH	5	225-6405	1203
Gilman, Benjamin A.	NY	20	225-3776	2449
Gingrich, Newt	GA	6	225-4501	2428
Gonzalez, Henry B.	TX	20	225-3236	2413
Goode, Virgil H., Jr.	VA	5	225-4711	1520
Goodlatte, Bob	VA	6	225-5431	123
Goodling, William F.	PA	19	225-5836	2263
Gordon, Bart	TN	6	225-4231	2201
Goss, Porter J.	FL	14	225-2536	108
Graham, Lindsey O.	SC	3	225-5301	1429
Granger, Kay	TX	12	225-5071	515
Green, Gene	TX	29	225-1688	2429
Greenwood, James C.	PA	8	225-4276	2436
Gutierrez, Luis V.	IL	4	225-8203	2438
Gutknecht, Gil	MN	1	225-2472	425
Hall, Ralph M.	TX	4	225-6673	2221
Hall, Tony P.	OH	3	225-6465	1432
Hamilton, Lee H.	IN	9	225-5315	2314
Hansen, James V.	UT	1	225-0453	2466
Harman, Jane	CA	36	225-8220	325
Hastert, J. Dennis	IL	14	225-2976	2241
Hastings, Alcee L.	FL	23	225-1313	1039
Hastings, Doc	WA	4	225-5816	1323
Hayworth, J. D.	AZ	6	225-2190	1023
Hefley, Joel	CO	5	225-4422	2230
Hefner, W. G. (Bill)	NC	8	225-3715	2470
Herger, Wally	CA	2	225-3076	2433
Hill, Rick	MT	At Large	225-3211	1037
Hilleary, Van	TN	4	225-6831	114
Hilliard, Earl F.	AL	7	225-2665	1314
Hinchey, Maurice D.	NY	26	225-6335	2431
Hinojosa, RubTn	TX	15	225-2531	1032
Hobson, David L.	OH	7	225-4324	1514
Hoekstra, Peter	MI	2	225-4401	1122
Holden, Tim	PA	6	225-5546	1421
Hooley, Darlene	OR	5	225-5711	1419
Horn, Stephen	CA	38	225-6676	438
Hostettler, John N.	IN	8	225-4636	431
Houghton, Amo	NY	31	225-3161	1110
Hoyer, Steny H.	MD	5	225-4131	1705
Hulshof, Kenny C.	MO	9	225-2956	1728
Hunter, Duncan	CA	52	225-5672	2265
Hutchinson, Asa	AR	3	225-4301	1535
Hyde, Henry J.	IL	6	225-4561	2110
Inglis, Bob	SC	4	225-6030	320
Istook, Ernest J., Jr.	OK	5	225-2132	119
Jackson-Lee, Sheila	TX	18	225-3816	410
Jackson, Jesse L., Jr.	IL	2	225-0773	313
Jefferson, William J.	LA	2	225-6636	240
Jenkins, William L.	TN	1	225-6356	1708
John, Christopher	LA	7	225-2031	1504
Johnson, Eddie Bernice	TX	30	225-8885	1123
Johnson, Jay W.	WI	8	225-5665	1313
Johnson, Nancy L.	CT	6	225-4476	343
Johnson, Sam	TX	3	225-4201	1030
Jones, Walter B.	NC	3	225-3415	422
Kanjorski, Paul E.	PA	11	225-6511	2353
Kaptur, Marcy	OH	9	225-4146	2311
Kasich, John R.	OH	12	225-5355	1111
Kelly, Sue W.	NY	19	225-5441	1222
Kennedy, Joseph P., II	MA	8	225-5111	2242
Kennedy, Patrick J.	RI	1	225-4911	312
Kennelly, Barbara B.	CT	1	225-2265	201
Kildee, Dale E.	MI	9	225-3611	2187
Kilpatrick, Carolyn C.	MI	15	225-2261	503
Kim, Jay	CA	41	225-3201	227
Kind, Ron	WI	3	225-5506	1713
King, Peter T.	NY	3	225-7896	403
Kingston, Jack	GA	1	225-5831	1507
Kleczka, Gerald D.	WI	4	225-4572	2301
Klink, Ron	PA	4	225-2565	125
Klug, Scott L.	WI	2	225-2906	2331
Knollenberg, Joe	MI	11	225-5802	1511
Kolbe, Jim	AZ	5	225-2542	205
Kucinich, Dennis J.	OH	10	225-5871	1730
LaFalce, John J.	NY	29	225-3231	2310
LaHood, Ray	IL	18	225-6201	329
Lampson, Nick	TX	9	225-6565	417

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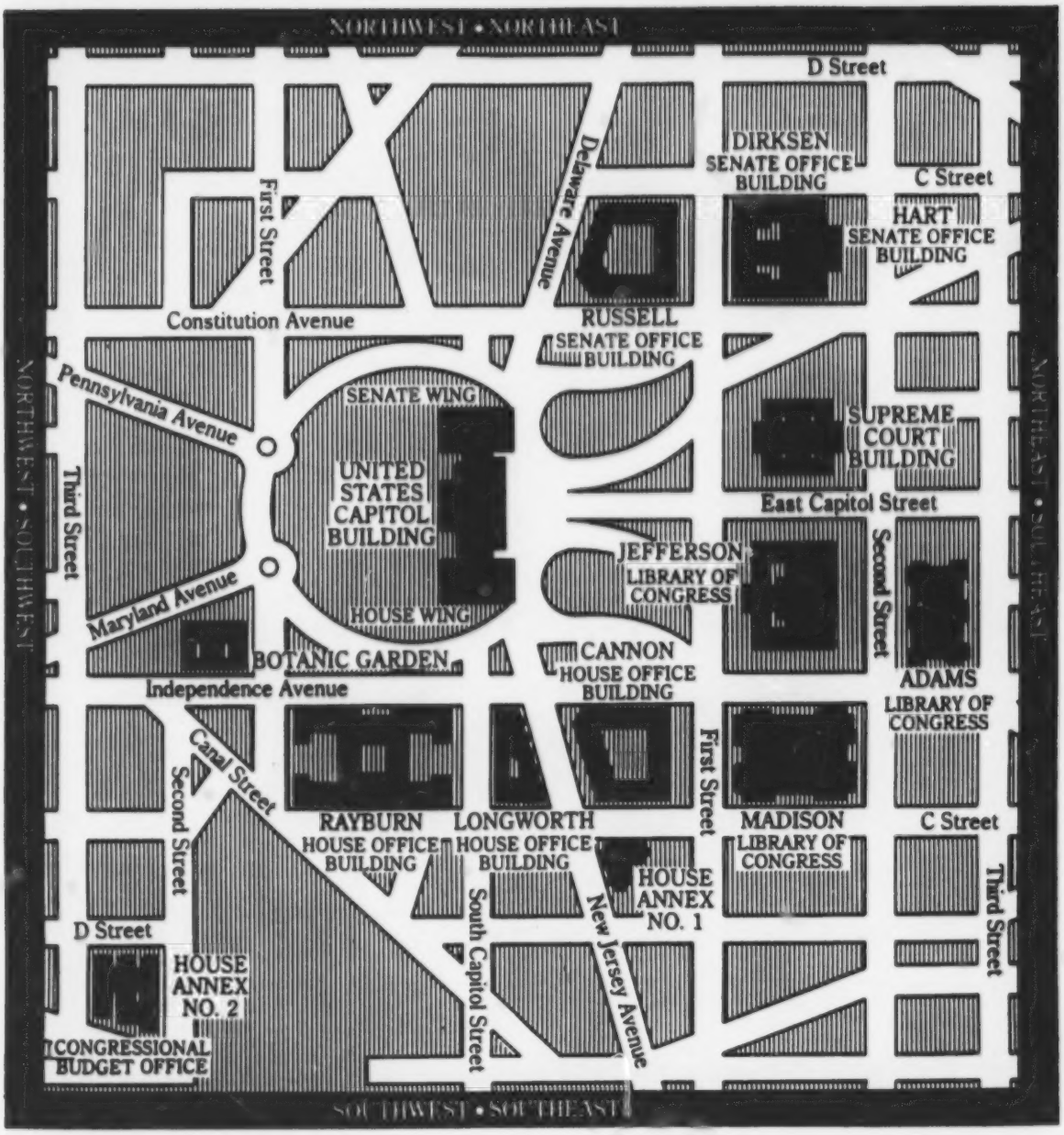
Name	State	District	Phone	Room
Lantos, Tom	CA	12	225-3531	2217
Largent, Steve	OK	1	225-2211	426
Latham, Tom	IA	5	225-5476	516
LaTourette, Steven C.	OH	19	225-5731	1239
Lazio, Rick	NY	2	225-3335	2444
Leach, James A.	IA	1	225-6576	2186
Levin, Sander M.	MI	12	225-4961	2209
Lewis, Jerry	CA	40	225-5861	2112
Lewis, John	GA	5	225-3801	229
Lewis, Ron	KY	2	225-3501	223
Linder, John	GA	11	225-4272	1005
Lipinski, William O.	IL	3	225-5701	1501
Livingston, Bob	LA	1	225-3015	2406
LoBiondo, Frank A.	NJ	2	225-6572	222
Lofgren, Zoe	CA	16	225-3072	318
Lowey, Nita M.	NY	18	225-6506	2421
Lucas, Frank D.	OK	6	225-5565	107
Luther, Bill	MN	6	225-2271	117
Maloney, Carolyn B.	NY	14	225-7944	1330
Maloney, James H.	CT	5	225-3822	1213
Manton, Thomas J.	NY	7	225-3965	2235
Manzullo, Donald A.	IL	16	225-5676	409
Markey, Edward J.	MA	7	225-2836	2133
Martinez, Matthew G.	CA	31	225-5464	2234
Mascara, Frank	PA	20	225-4665	314
Matsui, Robert T.	CA	5	225-7163	2308
McCarthy, Carolyn	NY	4	225-5516	1725
McCarthy, Karen	MO	5	225-4535	1232
McCollum, Bill	FL	8	225-2176	2266
McCrery, Jim	LA	4	225-2777	2104
McDade, Joseph M.	PA	10	225-3731	2107
McDermott, Jim	WA	7	225-3106	2349
McGovern, James P.	MA	3	225-6101	512
McHale, Paul	PA	15	225-6411	217
McHugh, John M.	NY	24	225-4611	2441
McInnis, Scott	CO	3	225-4761	215
McIntosh, David M.	IN	2	225-3021	1208
McIntyre, Mike	NC	7	225-2731	1605
McKeon, Howard P. "Buck"	CA	25	225-1956	307
McKinney, Cynthia A.	GA	4	225-1605	124
McNulty, Michael R.	NY	21	225-5076	2161
Meehan, Martin T.	MA	5	225-3411	2434
Meek, Carrie P.	FL	17	225-4506	401
Menendez, Robert	NJ	13	225-7919	405
Metcalf, Jack	WA	2	225-2605	1510
Mica, John L.	FL	7	225-4035	106
Millender-McDonald, Juanita	CA	37	225-7924	419
Miller, Dan	FL	13	225-5015	102
Miller, George	CA	7	225-2095	2205
Minge, David	MN	2	225-2331	1415
Mink, Patsy T.	HI	2	225-4906	2135
Moakley, John Joseph	MA	9	225-8273	235
Molinari, Susan	NY	13	225-3371	2411
Mollohan, Alan B.	WV	1	225-4172	2346
Moran, James P.	VA	8	225-4376	1214
Moran, Jerry	KS	1	225-2715	1217
Morella, Constance A.	MD	8	225-5341	2228
Murtha, John P.	PA	12	225-2065	2423
Myrick, Sue	NC	9	225-1976	230
Nadler, Jerrold	NY	8	225-5635	2448
Neal, Richard E.	MA	2	225-5601	2236
Nethercutt, George R., Jr.	WA	5	225-2006	1527
Neumann, Mark W.	WI	1	225-3031	415
Ney, Robert W.	OH	18	225-6265	1024
Northup, Anne M.	KY	3	225-5401	1004
Norton, Eleanor Holmes	DC	At Large	225-8050	1424
Norwood, Charlie	GA	10	225-4101	1707
Nussle, Jim	IA	2	225-2911	303
Oberstar, James L.	MN	8	225-6211	2366
Obey, David R.	WI	7	225-3365	2462
Olver, John W.	MA	1	225-5335	1027
Ortiz, Solomon P.	TX	27	225-7742	2136
Owens, Major R.	NY	11	225-6231	2305
Oxley, Michael G.	OH	4	225-2676	2233
Packard, Ron	CA	48	225-3906	2372
Pallone, Frank, Jr.	NJ	6	225-4671	420
Pappas, Michael	NJ	12	225-5801	1710
Parker, Mike	MS	4	225-5865	2445
Pascrell, Bill, Jr.	NJ	8	225-5751	1722
Pastor, Ed	AZ	2	225-4065	2465
Paul, Ron	TX	14	225-2831	203
Paxon, Bill	NY	27	225-5265	2412
Payne, Donald M.	NJ	10	225-3436	2244
Pease, Edward A.	IN	7	225-5805	226
Pelosi, Nancy	CA	8	225-4965	2457
Peterson, Collin C.	MN	7	225-2165	2159
Peterson, John E.	PA	5	225-5121	1020
Petri, Thomas E.	WI	6	225-2476	2262
Pickering, Charles W. "Chip"	MS	3	225-5031	427
Pickett, Owen B.	VA	2	225-4215	2430
Pitts, Joseph R.	PA	16	225-2411	504
Pombo, Richard W.	CA	11	225-1947	1519
Pomeroy, Earl	ND	At Large	225-2611	1533
Porter, John Edward	IL	10	225-4835	2373
Portman, Rob	OH	2	225-3164	238
Poshard, Glenn	IL	19	225-5201	2334
Price, David E.	NC	4	225-1784	2162
Pryce, Deborah	OH	15	225-2015	221
Quinn, Jack	NY	30	225-3306	331
Radanovich, George P.	CA	19	225-4540	213
Rahall, Nick J., II	WV	3	225-3452	2307
Ramstad, Jim	MN	3	225-2871	103
Rangel, Charles B.	NY	15	225-4365	2354
Regula, Ralph	OH	16	225-3876	2309
Reyes, Silvestre	TX	16	225-4831	514
Richardson, Bill	NM	3	225-6190	2268
Riggs, Frank	CA	1	225-3311	1714
Riley, Bob	AL	3	225-3261	510
Rivers, Lynn N.	MI	13	225-6261	1724
Roemer, Tim	IN	3	225-3915	2348
Rogan, James E.	CA	27	225-4176	502
Rogers, Harold	KY	5	225-4601	2468
Rohrabacher, Dana	CA	45	225-2415	2338
Romero-Barcelo, Carlos A.	PR	At Large	225-2615	2443
Ros-Lehtinen, Ileana	FL	18	225-3931	2240
Rothman, Steven R.	NJ	9	225-5061	1607
Roukema, Marge	NJ	5	225-4465	2469
Roybal-Allard, Lucille	CA	33	225-1766	2435
Royce, Edward R.	CA	39	225-4111	1133
Rush, Bobby L.	IL	1	225-4372	131
Ryun, Jim	KS	2	225-6601	511
Sabo, Martin Olav	MN	5	225-4755	2336
Salmon, Matt	AZ	1	225-2635	115

Name	State	District	Phone	Room
Sanchez, Loretta	CA	46	225-2965	1529
Sanders, Bernard	VT	At Large	225-4115	2202
Sandlin, Max	TX	1	225-3035	214
Sanford, Marshall "Mark"	SC	1	225-3176	1223
Sawyer, Thomas C.	OH	14	225-5231	1414
Saxton, Jim	NJ	3	225-4765	339
Scarborough, Joe	FL	1	225-4136	127
Schaefer, Dan	CO	6	225-7882	2160
Schaffer, Bob	CO	4	225-4676	212
Schiff, Steven	NM	1	225-6316	2404
Schumer, Charles E.	NY	9	225-6616	2211
Scott, Robert C.	VA	3	225-8351	2464
Sensenbrenner, F. James, Jr.	WI	9	225-5101	2332
Serrano, JosT E.	NY	16	225-4361	2342
Sessions, Pete	TX	5	225-2231	1318
Shadegg, John B.	AZ	4	225-3361	430
Shaw, E. Clay, Jr.	FL	22	225-3026	2408
Shays, Christopher	CT	4	225-5541	1502
Sherman, Brad	CA	24	225-5911	1524
Shimkus, John	IL	20	225-5271	513
Shuster, Bud	PA	9	225-2431	2188
Sisisky, Norman	VA	4	225-6365	2371
Skaggs, David E.	CO	2	225-2161	1124
Skeen, Joe	NM	2	225-2365	2302
Skelton, Ike	MO	4	225-2876	2227
Slaughter, Louise McIntosh	NY	28	225-3615	2347
Smith, Adam	WA	9	225-8901	1505
Smith, Christopher H.	NJ	4	225-3765	2370
Smith, Lamar S.	TX	21	225-4236	2231
Smith, Linda	WA	3	225-3536	1317
Smith, Nick	MI	7	225-6276	306
Smith, Robert F.	OR	2	225-6730	1126
Snowbarger, Vince	KS	3	225-2865	509
Snyder, Vic	AR	2	225-2506	1319
Solomon, Gerald B. H.	NY	22	225-5614	2206
Souder, Mark E.	IN	4	225-4436	418
Spence, Floyd	SC	2	225-2452	2405
Spratt, John M., Jr.	SC	5	225-5501	1536
Stabenow, Debbie	MI	8	225-4872	1516
Stark, Fortney Pete	CA	13	225-5065	239
Stearns, Cliff	FL	6	225-5744	2352
Stenholm, Charles W.	TX	17	225-6605	1211
Stokes, Louis	OH	11	225-7032	2365
Strickland, Ted	OH	6	225-5705	336
Stump, Bob	AZ	3	225-4576	211
Stupak, Bart	MI	1	225-4735	1410
Sununu, John E.	NH	1	225-5456	1229
Talent, James M.	MO	2	225-2561	1022
Tanner, John S.	TN	8	225-4714	1127
Tauscher, Ellen O.	CA	10	225-1880	1440
Tauzin, W. J. (Billy)	LA	3	225-4031	2183
Taylor, Charles H.	NC	11	225-6401	231
Taylor, Gene	MS	5	225-5772	2447
Thomas, William M.	CA	21	225-2915	2208
Thompson, Bennie G.	MS	2	225-5876	1408
Thornberry, William M. "Mac"	TX	13	225-3706	412
Thune, John R.	SD	At Large	225-2801	506
Thurman, Karen L.	FL	5	225-1002	440
Tiahrt, Todd	KS	4	225-6216	428
Tierney, John F.	MA	6	225-8020	120
Torres, Esteban Edward	CA	34	225-5256	2269
Towns, Edolphus	NY	10	225-5936	2232
Traficant, James A., Jr.	OH	17	225-5261	2446
Turner, Jim	TX	2	225-2401	1508
Underwood, Robert A.	GU	At Large	225-1188	424
Upton, Fred	MI	6	225-3761	2333
Velßzquez, Nydia M.	NY	12	225-2361	1221
Vento, Bruce F.	MN	4	225-6631	2304
Visclosky, Peter J.	IN	1	225-2461	2313
Walsh, James T.	NY	25	225-3701	2351
Wamp, Zach	TN	3	225-3271	423
Waters, Maxine	CA	35	225-2201	2344
Watkins, Wes	OK	3	225-4565	2312
Watt, Melvin L.	NC	12	225-1510	1230
Watts, J. C., Jr.	OK	4	225-6165	1210
Waxman, Henry A.	CA	29	225-3976	2204
Weldon, Curt	PA	7	225-2011	2452
Weldon, Dave	FL	15	225-3671	216
Weller, Jerry	IL	11	225-3635	130
Wexler, Robert	FL	19	225-3001	1609
Weygand, Robert A.	RI	2	225-2735	507
White, Rick	WA	1	225-6311	116
Whitfield, Ed	KY	1	225-3115	236
Wicker, Roger F.	MS	1	225-4306	206
Wise, Robert E., Jr.	WV	2	225-2711	2367
Wolf, Frank R.	VA	10	225-5136	241
Woolsey, Lynn C.	CA	6	225-5161	439
Wynn, Albert Russell	MD	4	225-8699	407
Yates, Sidney R.	IL	9	225-2111	2109
Young, C. W. Bill	FL	10	225-5961	2407
Young, Don	AK	At Large	225-5765	2111

Map of Capitol Hill



Source: Congressional Quarterly

Congressional Visit Report Form

Please fill out this form immediately after your visits while the information is fresh in your mind.

Your name: _____

Address: _____

State_____Zip_____ Phone _____

Office Visits and Comments

Please list the names of legislators visited and any comments. Particularly helpful is information about concerns they expressed or their reaction to AVA positions on legislation.

Note:If your appointment was with a staff member(s), list the legislator's name, followed by the staff person's name(s)

1. _____

Comments: _____

_____

_____

2. _____

Comments: _____

_____

_____

3. _____

Comments: _____

_____

_____

Please return this form to: ***AVA Office of Government Relations***
1410 King Street, Alexandria, VA, 22314
Phone: 800/826-9972
Fax: 703/683-7424

American Vocational Association
Legislative Network

Thank you for your interest in the American Vocational Association (AVA) Legislative Network. The Network provides up-to-date information to AVA members on legislative action. **Membership in the Network is limited to AVA Members only.**

As a member of the Network, you will receive AVA Legislative Alerts via fax. These Alerts provide background information on current legislative issues and include a description of action needed to be taken by educators. You may be asked to contact legislators or provide AVA with specific information regarding activities in your area. It is imperative that if you become a member of the Network, you agree to take action on each of these initiatives when you are asked.

The Network only works if you participate!

Please take a moment to consider making the commitment and becoming a proactive part of AVA's legislative efforts!

✓ ***Yes,*** I would like to become a member of the AVA Legislative Network.

As part of the Network, I pledge to respond to every requested action.

Name _____ AVA Membership Number _____

Address _____

City _____ State _____ ZIP code _____

Phone _____ Fax _____ E-MAIL _____

AVA Division _____ Congressional District _____

Name of legislators or their staff with whom you have personal contact _____

_____

_____

Please return this form to:

Bridget Brown
AVA Office of Government Relations
1410 King Street
Alexandria, VA 22314
800/826-9972 phone
703/683-7424 fax

Workforce Education Resources from AVA

AVA Conventions

1997 December 11-14 Las Vegas, Nevada
1998 December 10-13 New Orleans, Louisiana
1999 December 9-12 Orlando, Florida
2000 Nov. 30-Dec. 3 St. Louis, Missouri
2001 Nov. 29 - Dec. 2 Atlanta, Georgia
2002 December 5-8 Las Vegas, Nevada
2003 December 2-5 Nashville, Tennessee
2005 December 8-11 Anaheim, California

AVA Workshops

1997	April 3-4	Albany, New York
	May 1-2	Indianapolis, Indiana
1998	February 18-20	Louisville, Kentucky
	April 30-May 1	Albuquerque, New Mexico
	May 14-15	Grand Rapids, Michigan

AVA Seminars

1997	April 11	Columbia, South Carolina
	May 9	Harrisburg, Pennsylvania

AVA National Policy Seminar

1998	March 29-31	Washington, DC
1999	March 21-23	Washington, DC

Periodicals

Techniques Magazine, published monthly September through May, with a combined November/December issue. Provided as a benefit to AVA members. Available to others by subscription at $35 per year.

Vocational Education Weekly, published 44 weeks a year, with a focus on legislation, issues and trends. Available by subscription only at $169 per year ($149 per year to AVA members).

School-To-Work Reporter, published monthly, with a focus on school-to-work, tech prep, worksite-based learning and business-education cooperation in workforce education. Available by subscription only at $175 per year ($158 to AVA members).

Products

Get Your Career In Gear! School-to-Careers image video for students and parents, accompanied by supporting presentation materials. 1997, 8-minute running time. Complete package, $79.95 ($65.95 to AVA members) Prod# CARVIPK

Learning to Work: Working to Learn, an image video for employers about school-to-work and workforce education, accompanied by materials to help you plan successful presentations on the subject and a supply of pamphlets and other hand-out materials. 1995, 10-minute running time. Complete package, $139 ($129 to AVA members) Prod# VIDO

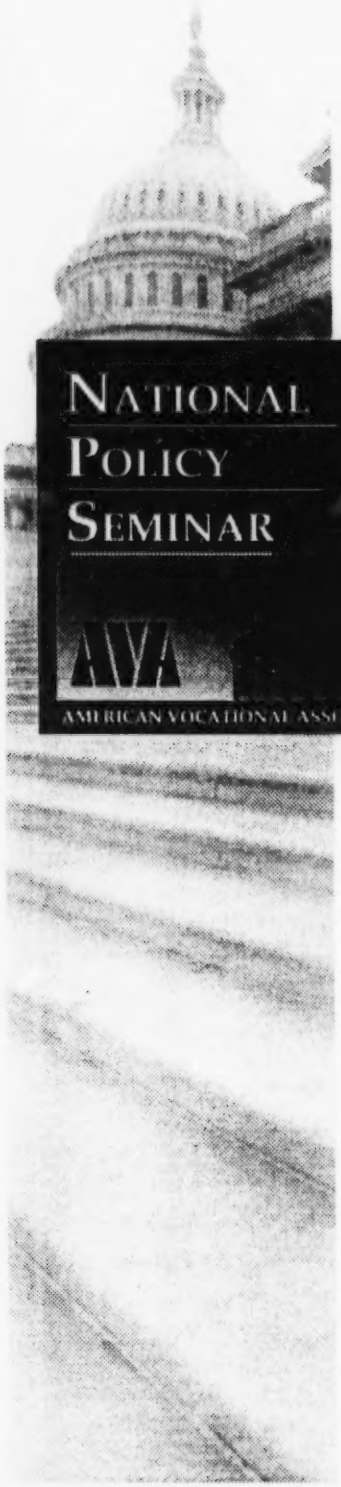
Powerful Partnerships: School-to-Careers Success Through Business and Education Cooperation, a step-by-step guide that takes you through every aspect of building and implementing partnerships. 1996. $59.00 ($49.00 to AVA members) Prod# PARTNER

Vocational Instructor's Survival Guide, by Clifton L. Smith & Neil A. Edmunds. Everything today's vocational-technical instructors need to navigate through their complex responsibilities is included in this book. 1995. $27.95 ($24.95 to AVA members) Prod# VOINSTR

For more information on conference registrations or to order products and publications, call toll-free 800-826-9972. Or FAX 703-683-7424. Or write to AVA, 1410 King Street., Alexandria, VA 22314.

American Vocational Association

1410 King Street
Alexandria, VA 22314
703-683-3111



NATIONAL POLICY SEMINAR

AVA

AMERICAN VOCATIONAL ASSOCIATION

CREATING CONNECTIONS
Legislative Handbook

Supplement

March 16-18, 1997
Washington Renaissance Hotel
Washington, D.C.

AVA *Providing Educational Leadership in Developing a Competitive Workforce.*

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LEGISLATIVE HANDBOOK SUPPLEMENT

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- *Fiscal Year 1998 Funding Request*
- *Connecting Education and Careers to Prepare America's Students for Success in the Global Workforce: The American Vocational Association's Recommendations for Investment in and Improvement of Vocational- Technical Education*
- *American Vocational Association Recommendations for the Reauthorization of the Higher Education Act*

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AVA 1997 LEGISLATIVE AWARD RECIPIENTS

AVA 1997 Policymaker of the Year : REPRESENTATIVE LINDSEY GRAHAM (R-SC)

Since being elected in 1995 to represent the Third District in South Carolina, Representative Lindsey Graham has diligently provided leadership to ensure that the needs of vocational-technical education are met. While a freshman, Representative Graham led an effort to restore vocational-technical education funding for FY 1996 and continued to protect funding levels during debates on FY 1997 appropriations. When Congress was considering block grant legislation that would have significantly reduced support for vocational-technical education, Representative Graham successfully fought to increase vocational-technical education's share of the funds. It is for his consistent and ardent dedication to the improvement and expansion of vocational-technical education that the AVA Board of Directors unanimously voted to present Representative Lindsey Graham with the AVA 1997 *Policymaker of the Year Award.*

As the first freshman legislator ever to receive this prestigious award, Representative Graham joins a distinguished list recipients including:

1980 Representative Carl D. Perkins (D-KY)
1981 Senator Lawton Chiles (D-FL)
1982 Representative William F. Goodling (R-PA)
1983 Representative William Ford (D-MI)
1984 Representative Silvio Conte (R-MA)
1985 Representative William Natcher (D-KY)
1986 Senator Lowell Weicher (R-CT)
1987 Representative Wes Watkins (D-OK)
1988 Senator Lawton Chiles (D-FL)
1989 Representative Augustus Hawkins (D-CA)
1990 Senator Claiborne Pell (D-RI)
1991 Betsy Brand, Assistant Secretary for Office of Vocational and Adult Education
1992 Representative William D. Ford (D-MI)
1993 Representative Norm Dicks (D-WA)
1994 President William Jefferson Clinton
1995 Representative Dale E. Kildee (D-MI)
1996 Senator Nancy Kassebaum (R-KS)

AVA Board of Directors Award : SENATOR PAUL SIMON (D-IL)

After serving 12 years in the Senate, Senator Paul Simon retired at the end of the 104th Congress. During his tenure on the Senate Committee on Labor and Human Resources, Senator Simon worked hard to improve the Job Training Partnership Act Amendments and was a leader in the Direct Loan Program. In addition, he was a chief sponsor of the School-to-Work Opportunities Act and introduced legislation promoting career guidance and counseling. Throughout his career, Senator Simon has been a tireless advocate for increased federal support for education and has been a strong supporter of vocational-technical education. In recognition of his distinguished career and his support for vocational-technical education, the AVA Board of Directors voted unanimously to present Senator Paul Simon with a special *Board of Directors Award.*

STATUS REPORT

VOCATIONAL-TECHNICAL EDUCATION LEGISLATION

Background: During the 104th Congress, legislators attempted to consolidate federal vocational-technical education, job training and adult education into a block grant bill. After passing the House CAREERS Act in September 1995, and the Senate Workforce Development Act in October 1995, a conference committee approved a compromise bill in July 1996. The final agreement, the Career and Workforce Development Act, ultimately was not approved by Congress. With the failure of the block grant legislation and the expiration of the Perkins Act, vocational-technical education currently is without formal federal authorization. Therefore, Congress plans to act on legislation to authorize these programs during the 105th Congress.

Status: The Department of Education is expected to move quickly on this initiative, possibly proposing a bill by the end of March 1997.

The House Committee on Education and the Workforce, under the jurisdiction of its Subcommittee on Early Child, Youth and Families, is expected to hold two or more hearings in late spring. According to Subcommittee Chair Frank Riggs (R-CA), the House will create separate legislation for vocational-technical education, as opposed to consolidating it into a block grant with job training and adult education.

The Senate Committee on Labor and Human Resource has not set a time table for the development of vocational education. At this time, the Senate has not ruled out creating a block grant proposal, similar to the one proposed in the Senate last year.

Implications: The new authorizing legislation for vocational-technical education will have lasting affects on our ability to educate students. Because of the advocacy efforts of vocational-technical educators over the past several years, there is now an understanding among most federal legislators about the difference between vocational-technical and short-term job training. However, much work remains to be done.

It is critical to the future of our programs that vocational-technical education remain a component of the education system rather than segmented into a program outside the scope of traditional education. In addition, business and industry must be able to continue their strong advisory role without being forced into an oversight role for which it neither wishes nor is prepared to administer. Developed correctly, with the strong input from vocational-technical educators, the new legislation could strengthen the image of vocational-technical education as a strong, vital educational program that serves all students, including secondary as well as postsecondary, traditional as well as non-traditional, and college-bound as well as non-college-bound.

American Vocational Association, March 1997

STATUS REPORT

FISCAL YEAR 1998 APPROPRIATIONS

Background: While federal funds represent a small percentage of overall education funding, the federal investment is critical to the expansion and improvement of vocational-technical education. Although vocational-technical education received a seven percent increase in federal funding last year, these programs continue to face significant funding challenges.

Status: The President's FY 1998 budget proposed significant increases in federal funding for education overall, but requested a disappointing inflationary increase of only 3% for vocational-technical education.

FY98 Administration Budget Request (in millions of dollars)

Program	FY 97 Funds	FY 98 Request	% change
Education Department			
Perkins: Basic State Grants	1015.6	1043.6	2.8%
Perkins: Tech Prep	100.0	105.0	5.0%
Perkins: National Programs	13.5	20.5	51.9%
Smith-Hughes Act	7.2	-----	(100%)
School-to-Work	200.0	200.0	-----
Adult Education	259.6	354.6	11.1%
Labor Department			
School-to-Work	200.0	200.0	-----
At Risk Youth Training	997.7	1000.9	.003%
At Risk Summer Youth	126.7	129.9	2.5%

The House Subcommittee on Labor, Health and Human Services, Education and Related Agencies Appropriations has scheduled hearings beginning in late March and continuing into April. AVA will testify in front of the House Subcommittee on April 17th. The Senate will begin the appropriations process this summer.

Federal and state welfare reform initiatives are expected to affect vocational-technical education programs. While no federal guidance has been issued regarding how vocational-technical education can contribute to this new system or what new requirements will be placed on these programs, there is justifiable concern that increased demands on vocational- technical education will require additional funding.

Implications: An increased federal investment is critical to the success of our nation's students. Today's students demand both strong academics as well as sound occupational skills from our educational system. Businesses require employees that are well educated and technically prepared. To meet these demands and to respond to welfare reform initiatives, an increase of 10% is needed for vocational-technical education to continue preparing America's students for the high-skill careers of the future.

American Vocational Association, March 1997

STATUS REPORT

HIGHER EDUCATION ACT

Background:

Because many students enrolled in vocational-technical education participate at the postsecondary level, it is important that vocational-technical educators at both the secondary and postsecondary levels be aware of any modifications Congress may make to the current law, as well as promote legislative recommendations that will expand opportunities for our nation's students.

The Higher Education Act is set to expire in September 1997. During the next two years, Congress will begin the process of reauthorizing the Higher Education Act, allowing vocational-technical educators and AVA to provide recommendations and advocate for needed changes.

Status:

The U.S. Department of Education held a series of regional meetings in December to gather input on the Higher Education Act's reauthorization. In addition, the Department solicited written comments from organizations in January 1997. AVA's preliminary recommendations are included in this supplement.

The Senate Labor and Human Resources Committee began holding hearings earlier this month and is expected to continue hearings throughout the spring. It is unclear when legislation will be introduced, but none is expected before late summer.

The House Committee on Education and the Workforce, under the direction of its Subcommittee on Postsecondary Education, Training and Lifelong Learning, is expected to begin to hold formal hearings in May 1997. It is unclear when legislation will be introduced, but it is expected that the House will act before the Senate.

Implications:

Vocational-technical education should be treated as a viable pathway to higher education, whether directly following graduation from high school or later in life. By incorporating AVA's recommendations into the new legislation, educators can help to expand opportunities for students enrolled in vocational-technical education at the postsecondary level. In addition, to ensure that there will be an adequate level of teaching expertise for vocational-technical education, it is vital that appropriate language to enhance teacher training and other professional development activities be included in the reauthorization of the Higher Education Act.

STATUS REPORT

WELFARE REFORM REVISIONS

Background: The welfare reform law, the Personal Responsibility and Work Opportunity Act of 1996, consolidates Aid to Families with Dependent Children, Emergency Assistance, and Job Opportunities and Basic Skills into a single capped entitlement to states. The initiative places a 5-year limitation (less at the state's option) on individuals receiving federal assistance, although states may exempt up to 20% of their caseload from this restriction. States may choose to deny welfare assistance to children born to welfare recipients or deny welfare to all unwed parents under age 18.

With several exemptions for individuals with young children, adults receiving assistance will be required to work within two years. Generally, families are required to participate in employment, on-the-job training, work experience, community service, up to 12 months of vocational education training, or provide child care services to individuals who are participating in community service. Teen heads of household in secondary school can use school attendance as a means for meeting the work requirements. The combination of vocational education training and secondary school attendance can be counted for a limited percentage of the caseload toward meeting the work requirement.

Status: President Clinton signed the welfare reform bill into law on August 22, 1996. However, because the new law is contains little guidance on implementing the reforms, Congress currently is developing a technical corrections bill which is expected to be unveiled by the end of March.

Implications: The specific implications for vocational-technical education will be determined largely on a state-by-state basis. The lack of a definition in this law for vocational education training, coupled with the 12-month time restriction, creates uncertainty as to whether states will choose to offer traditional vocational education or short-term training programs to welfare recipients.

The new law also recommends that non-supporting, non-custodial teenage parents attend appropriate parenting or money management classes after school. If a state decides to implement this initiative, there may be an opportunity to expand family and consumer science education or other vocational-technical education programs.

(Continued)

WELFARE REFORM REVISIONS
(continued)

Implications: (continued)

The law places limits on the number of welfare recipients who are in vocational education and can be counted as meeting the work requirement. However, the precise number is a matter of some controversy. While providing a cap of 20%, it is unclear whether the 20% applies to the total state caseload or the portion of the caseload which must participate in work activities.

The former would allow a far greater number of individuals (20% of the total state caseload) to utilize vocational education and have it meet their work requirements. The latter would take 20% of the portion of the caseload required to work and allow them to use vocational education to meet the work requirement. In the first year, for example, the law states that 25% of the total caseload must meet the work requirement. If only 20% of that 25% can utilize vocational education as "work," then, in reality, only 5% of the total state caseload (20% of the 25%) can use vocational education as "work."

It is critical to the success of welfare reform efforts that welfare recipients who can benefit from vocational-technical education have the opportunity to acquire the academic and occupational skills offered by these programs. The broader interpretation of the percentage issue will enable more welfare recipients to utilize vocational-technical education programs in their quest to leave the welfare roles. Further, it is critical that the federal definition of vocational-technical education be applied to federal funds so that states cannot simply re-name short-term job training programs as "vocational education" and divert funding away from programs that truly provide vocational-technical education. States should be encouraged to use welfare reform funds to support vocational-technical education programs that serve welfare recipients.

STATUS REPORT

JOB TRAINING REFORMS

Background: A wide range of job training programs, including the Job Training Partnership Act programs for adults and youth, Job Corps, and many others, were part of the block grant proposals in the last Congress to consolidate all job training, adult education and vocational-technical education programs. Particularly with job training programs, there is bipartisan agreement that the myriad of programs that have been developed have become too unwieldy and should be streamlined. With the passage of the welfare reform initiative, the 105th Congress is expected to develop job training legislation that would not only consolidate job training programs, but also respond to an increasing number of welfare recipients needing job training services.

Status: The House Committee on Education and the Workforce, under the jurisdiction of the Subcommittee of Postsecondary Education, Training and Lifelong Learning, already has begun hearings on streamlining adult and youth job training programs. The House may incorporate adult education legislation into its job training proposals. The subcommittee expects to develop legislation this spring, prior to developing legislation on vocational-technical education.

The Senate Labor and Human Resources Committee, under the direction of its Subcommittee on Employment and Training, also has begun hearings on this issue. It is unclear when the Senate will develop legislation for job training, and whether adult education and vocational-technical education programs will be included in the consolidation bill.

Implications: Two major issues relating to this legislation have implications for vocational-technical education. First, it is critical that the legislation remain separate from legislation pertaining to vocational-technical education to ensure that education program funding is not diverted to short-term job training and welfare reform efforts. Second, the job training legislation must allow the use of these funds by education institutions, which may be the most appropriate place to provide job training services. Coordination among job training, adult education and vocational-technical education is essential, as is working with business and industry.

STATUS REPORT

ADULT EDUCATION ACT

Background: Congress usually considers the Adult Education Act in conjunction with the Carl D. Perkins Vocational and Applied Technology Education Act. In the last Congress, both of these laws, along with all job training programs, were included in unsuccessful proposals to send block grants to states in place of the current separate funding streams. With the expiration of the Perkins Act, the failure of the block grant legislation in the last Congress, and the passage of the new welfare reform legislation, this Congress will develop new legislation to authorize federal adult education programs.

Status: No legislation has been introduced as yet. The U.S. Department of Education is working on the Administration's proposal which is expected to be introduced in the coming weeks. The House is considering merging adult education programs into a consolidation bill with job training programs, while the Senate is considering merging adult and vocational-technical education programs with job training.

The House is expected to take action before the Senate and has already held hearings, but neither has announced a schedule for introducing and moving legislation.

Implications: The Adult Education Act works hand-in-hand with vocational-technical education, literacy efforts and job training initiatives. It also is critical to the success of federal and state welfare reform efforts. Literacy, high school equivalency and basic education skills, all of which are provided through adult education programs, are a key to the success of welfare reform, job training and the ability of individuals to pursue further education. Federal support for adult education must be continued and Congress should not allow adult education funds to be diverted to address job training needs.

American Vocational Association, March 1997

American Vocational Association

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(703) 683-3111
TDD (703) 683-1409
FAX (703) 683-7424

FISCAL YEAR 1998 FUNDING REQUEST

VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

REQUEST: $1.253 billion for programs under the Carl D. Perkins Vocational and Applied Technology Education Act and **$440 million** for the School-to-Work Opportunities Act

Vocational-technical education provides all students with the opportunity to obtain academic and technical skills, explore different career options and pursue postsecondary education. Our nation's ability to compete in a global economy depends on Americans' ability to respond to changes in an increasingly technological work environment. Today's students need a combination of sound academic and technical skills that are provided together in only one aspect of our nation's education or job training system: vocational-technical education.

Advances made in vocational-technical education, particularly since the 1990 reauthorization of the Perkins Act, ensure that programs integrate academic competencies with occupational skill development. Both the Basic State Grants and the Tech Prep Program provide funds for states and localities to continue these important efforts and expand access to these critical education opportunities. At the national level, funding is needed to conduct research that will help to improve vocational-technical education programs in the classroom and ensure accountability of federal funds.

To meet these demands and to respond to welfare reform initiatives, increases of 10% to $1.253 billion for Perkins and $440 million for School-to-Work programs are needed to continue preparing America's students for the high-skill careers of the future.

PELL GRANTS

REQUEST: $3000 maximum award for Pell Grant recipients

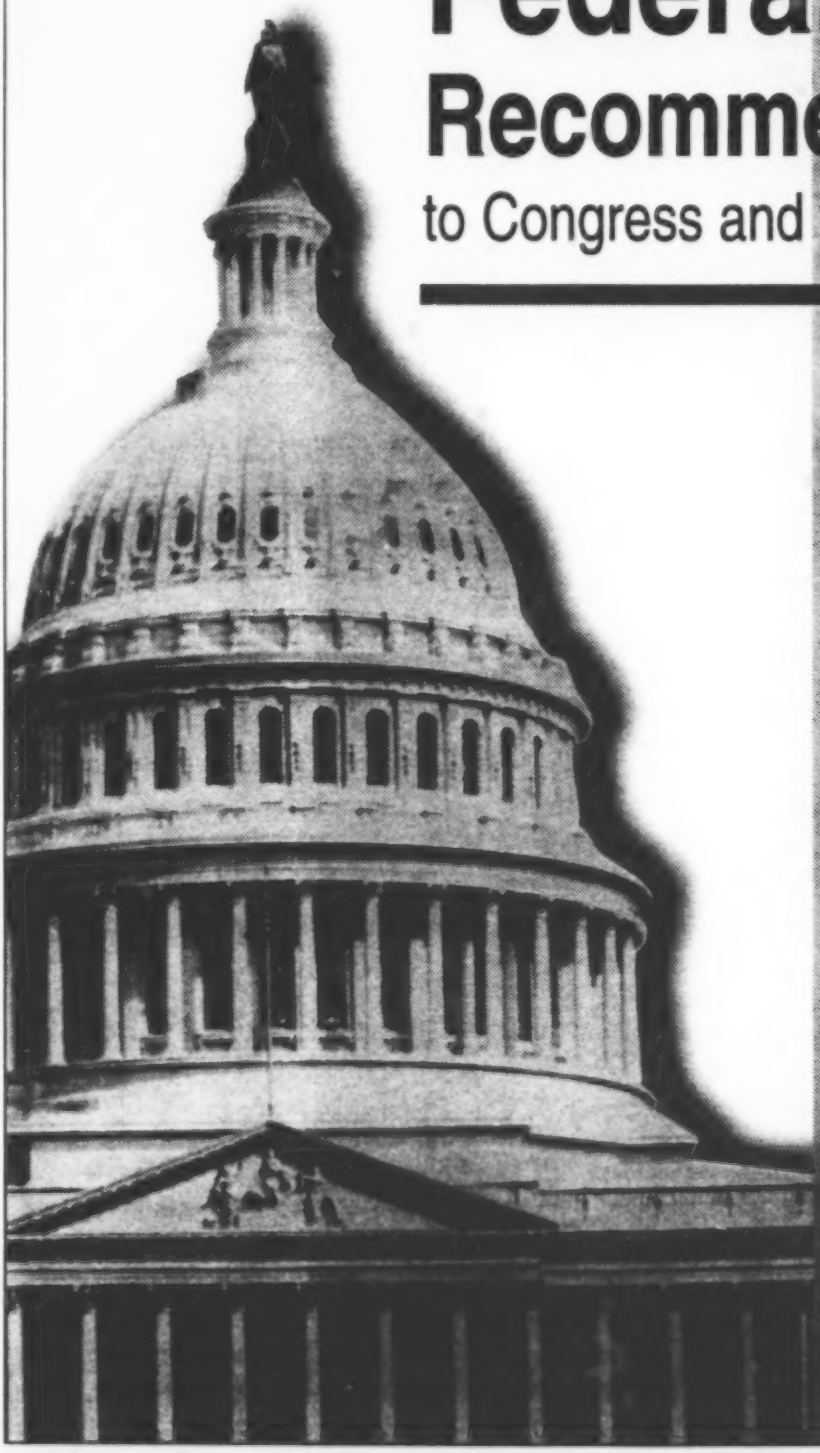
Federal Pell Grants enable millions of students to achieve the dream of postsecondary education and economic security for their families and communities. Most Pell Grant recipients would never have a chance to pursue postsecondary education without these funds.

In Fiscal Year 1997, Congress increased the maximum Pell Grant to $2700. This helped to restore the lost funding power of these grants, which fell 38 percent in constant dollars from 1975 to 1996. With this increase to a $3000 maximum, the Pell Grant program is expected to serve over 4 million students, one-third of whom attend community and technical colleges. Expanding this program is necessary to respond to the increasing demands for a highly skilled workforce as well as to meet the educational needs of Americans.

American Vocational Association

Federal Policy Recommendations

to Congress and the Administration



Connecting Education and Careers to Prepare America's Students for Success in the Global Workforce

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Connecting Education and Careers to Prepare America's Students for Success in the Global Workforce

The American Vocational Association's Recommendations for Investment in and Improvement of Vocational-Technical Education

The American Vocational Association (AVA), representing 38,000 vocational educators nationwide, provides the following comments to the United States Congress and the United States Department of Education with regard to the federal investment in vocational-technical education. The 104th Congress sought improvements in the method of directing and distributing federal support for vocational-technical education. AVA's recommendations to the 105th Congress and the Administration reflect the need to improve and expand vocational-technical education and ensure effective governance of and accountability for federal funds.

Individual Opportunity, National Resource

What is vocational-technical education? In a word: OPPORTUNITY. Vocational-technical education provides students with the opportunity to learn academic and technical skills, to explore different career options and to discover ways to balance life and work roles. These educational opportunities are not the vocational education classes of old. They provide secondary students with the opportunity to pursue postsecondary education, seek further occupational skill development, or move directly into careers. They provide college graduates with the opportunity to acquire technical and career skills. And they provide adults with the opportunity to upgrade their skills to meet the changing needs of the workplace.

Vocational-technical education provides choices for students at the secondary and postsecondary levels:

- choices to study academic curricula in the context of career paths;
- choices to explore a wide range of career options; and
- choices to change career direction and have the solid academic and technical skills to make the transition work.

Moving from school to careers, through a variety of educational options, is a fundamental focus of vocational-technical education. Students in vocational-technical education have a wide array of backgrounds and interests — each student is unique and must be encouraged, inspired, and assisted to reach his or her goals. Vocational-technical education is meeting these challenges, but improvement must be continuous to keep pace with increasing demands of students and the ever-changing world of work.

Vocational-technical education serves all students — secondary, postsecondary, adults, welfare recipients, dislocated workers, displaced homemakers, and more. Vocational-technical education provides educational and social benefits to these students and to the nation. The demands on this area of education are increasing dramatically.

Students enrolled in vocational-technical education succeed to a greater degree than those in general education programs. Various studies, including the National Assessment of Vocational Education, find that students who concentrate in occupational areas earn more after graduation, are more likely to continue their education after high school, and continue to earn more than general education students throughout their careers. Studies also show that students in vocational-technical education programs are less likely to drop out of school, thus saving federal, state and local costs incurred through higher welfare payments, unemployment benefits, retraining and remediation programs, Medicaid benefits and criminal justice system costs.

To serve individual students' needs and meet the economic demands of high-skilled employment is the dual role of vocational-technical education. AVA urges Congress and the Administration to work with state and local communities to strengthen this valuable national resource. America's future depends on it.

The Federal Role: Improvement, Expansion

Federal support for vocational-technical education is a critical element in meeting students' and employers' needs. Since the passage of the Smith-Hughes Act in 1917, the federal government has provided funding to states and localities to bolster the improvement and expansion of occupationally- oriented education. Congress also has recognized the need for leadership and cost-effective information sharing by providing support for those activities at the national level to assist educators and students.

Federal legislation directing this funding has evolved through the years to reflect the needs of students, the changing economy and the diversification of the workforce. At times, more national activities have been needed to determine how needs are changing and to spur ingenuity at the state and local levels. At other times, greater emphasis has been placed on the needs of states and localities to address growing student populations, the need to infuse new technologies into the classroom, or the demands of local business and industry to meet workforce needs. In any case, the value of national leadership is critical to our educational system.

To meet these needs of students and the workplace, it is imperative that the integration of core academic and vocational-technical education continue.

The demand for new technologies, the changing demographics of the workforce reflecting increasing numbers of minorities and women, and the increase in academic and technical skill levels needed in almost every employment sector require that Congress carefully consider the need for greater federal support for vocational-technical education. This authorization will have enormous impact on the growth and prosperity of American society as we enter the next millennium.

The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (P.L. 101-392, henceforth referenced as "Perkins Act") spurred significant changes in vocational-technical education, particularly through its emphasis on increasing the links between academic and occupational skill development, secondary and postsecondary education, and business and education. This resulted in stronger vocational-technical education programs that more effectively meet the needs of students and employers. As the evolution toward higher technology in the workplace continues, the focus of federal support for vocational-technical education must be on redoubling efforts to strengthen these links.

Developing a highly skilled workforce is an issue of national priority. Human capital is the investment that business needs more than any other. Our nation's international leadership and domestic well-being depend on a strong economy and that can be achieved only with a capable workforce. To help keep America's place in the global economy secure, the federal investment in vocational-technical education must support the improvement of academic and occupational skills and the expansion of access for all students to these programs.

Catalyst for Educational Reform

Vocational-technical education is a key to educational reform. It provides the foundation upon which student achievement and workforce development initiatives should be built. Its combined focus on academic and occupational skills, along with its dual role of preparing students for careers and postsecondary education, serve as a model of successful education for the future. The federal investment should be used as a catalyst to maintain and expand quality education programs that provide the services needed for all students to succeed, in further education and in careers. Quality programs depend on qualified educators with access to continuous professional development activities, state-of-the-art technology, and student support services; equity in access to programs; integrated academic and occupational curricula based on industry-approved skill standards; and opportunities for work-site learning experiences for all students.

To meet these needs of students and the workplace, it is imperative that the integration of core academic and vocational-technical education continue. To ensure emphasis on this high priority, governance of vocational-technical education must remain within the purview of education and not be segregated from other education reform efforts. While aspects of vocational-technical education are related to job training efforts, vocational-technical education's mission is broader. Vocational-technical education provides the initial opportunity for students to explore career options in a setting that takes into account the broad range of every student's needs — from career guidance and counseling to course work that stresses the academic and occupational applications of the subject matter. Strong vocational-technical education as a part of effective education reform efforts will significantly reduce the need for "second chance" job training efforts, increase the earning power

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and educational achievements of its students, and improve our nation's ability to compete in the global marketplace.

Education programs at the state and local level must share information, exchange ideas, and seek ways to achieve cost efficiencies by working closely with job training efforts, welfare reform efforts and a host of other activities that serve to strengthen the economy. Vocational-technical education is most effective where it can consult and coordinate with all entities with an interest in furthering workforce development, including business, industry, labor and other federal, state and local education and job training programs. Important communication and coordination can be achieved without separating vocational-technical education from the rest of education. That would be disastrous step, which could result in a backsliding to separate education "tracks" that serve neither students nor employers.

If the focus is on what is best for students . . . then federal legislative policy will be well-directed.

Authorization Focus: Program Improvement, Access and Accountability

A strong federal investment is essential to ensure quality vocational-technical education that meets education reform goals, as well as student and employer needs. By the same token, the nature of that federal investment and the focus of federal programs must change in order to meet the challenges presented by the changing workforce. Programs must be held accountable for their efforts, with accountability measuring placement of students in further education or employment. In addition, programs must be relevant to current and future economic demands, including career fields that have potential for supporting individual career and financial aspirations as well as ultimately meeting America's economic goals. If the focus is on what is best for students — how the federal investment can assist students in reaching their goals for economic self-sufficiency and productivity — then federal legislative policy will be well-directed.

The following broad goals should steer the federal investment toward achieving quality vocational-technical education focused on student achievement and employment results:

- All students shall have access to programs enabling them to obtain the academic and occupational skills necessary to enter the workforce, effectively integrate work, family and other life roles, and prepare for and participate in postsecondary education and life-long learning.
- Every adult in need of new or upgraded skills shall have access to appropriate education programs that help them to advance in the workplace.
- The success of vocational-technical education programs shall be judged by standards set through collaboration of educators and employers and guided by the education and employment objectives of the student.

In order to achieve these goals, the American Vocational Association (AVA) recommends that Congress renew the authorization of federal vocational-technical education programs and authorize increased levels of appropriations to ensure the development of a well educated citizenry and a competitive workforce. Further, AVA recommends that Congress organize the federal legislation supporting vocational-technical education according to a framework of five priority categories. These categories are set forth below and are accompanied by policy recommendations which serve as the foundation for legislative provisions.

AVA Recommendations

I. The Mission and Goals of Vocational-Technical Education

The mission of vocational-technical education is appropriately stated in current law: "to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population." In order to achieve this mission, vocational-technical education must be seen as the primary system through which youth and adults are prepared to enter a competitive workforce, manage successful careers, effectively integrate work, family and other life roles, and continue in lifelong learning.

What vocational-technical education provides is a "first chance" for students to explore careers and prepare to meet the academic and technical challenges needed to compete in the workplace. Vocational-technical education prepares students to attain academic competencies and develop employability skills to meet industry's demands.

RECOMMENDATIONS:

- **Make vocational-technical education the primary system through which youth and adults are prepared for a competitive workforce.**
- **Foster communication and coordination with business, industry, labor and other federal, state and local education and job training programs. At the same time, prevent the blurring of short-term accomplishments of job training and long-term benefits of academic and technical education by keeping separate the federal programs that support job training and vocational- technical education.**
- **Focus federal resources on program improvement and elimination of barriers so that all students have access to quality programs.**
- **Create precise linkages between vocational-technical education; national, state and local education reform efforts; and voluntary, industry-recognized skill standards.**

II. Collaboration and Partnership

Collaboration and partnership between the public and private sectors are key elements in providing a quality education that prepares students for high-skilled careers. All areas in education must focus on competency, not superficial measures of seat time and course title. Vocational-technical education at all grade levels must be coordinated to create a seamless approach to educating students for successful entry into competitive employment and continued learning.

Education also must forge strong partnerships with business, industry and labor to ensure that students are being prepared with the academic and occupational competencies and employability skills required in the workplace. Career and technical information from these sources plays an important advisory role in the development and delivery of strong vocational-technical education programs.

RECOMMENDATIONS:

- **Strengthen collaboration between business and education by involving the private sector in ensuring that vocational-technical education facilitates students' transition from classroom to successful careers. In particular, strengthen and expand work-based learning for students and teachers.**
- **Develop incentives for private sector participation in designing curricula and supporting the development and implementation of strong vocational-technical education programs.**
- **Utilize the expertise of state and local vocational-technical educators in obtaining business input and implementing initiatives through partnerships between business and education.**
- **Give incentives for granting of academic credit for vocational-technical course work for the purpose of meeting college admission requirements so that students and parents understand that vocational-technical education is a legitimate pathway to postsecondary education.**
- **Facilitate partnerships between core academic and vocational-technical instructors at all education levels to integrate instruction.**

III. Educational Delivery

To achieve an effective educational delivery system that meets the goal of providing all students with the academic and occupational skills necessary to succeed in the workplace, the focus of

education must be on the competencies achieved by the student — not the process. In preparing for a high-skilled, high-performance workplace, every student must have access to high quality educational programs that meet employer standards and that take place in a variety of learning environments including school, the workplace and the community.

The elements of quality occupational education programs include: sustained professional development to enable educators to teach an increasingly diverse student population to meet world-class standards; state-of-the-art technology in the classroom; integrated curriculum; comprehensive career development services; coordination with vocational student organizations; and equal access for all students. Educational reform will not occur unless there exists a strong and well-funded system of professional development to recruit and prepare prospective teachers, counselors and administrators, with an emphasis on recruitment of minority students and of men and women into non-traditional fields, and to develop the knowledge and professionalism of practicing vocational-technical educators.

RECOMMENDATIONS:

- **Make initial teacher preparation and continuous teacher improvement a priority use of federal funds. Provide support for externships for educators in business and industry settings, as well as coaching and mentoring in the classroom.**

- **Support strong career development programs consisting of career information, exploration, assessments and planning, free of bias or stereotyping, supported by effective and comprehensive career guidance and counseling. Such opportunities should be delivered beginning in the early grades and sustained through postsecondary education and placement in employment and should include consideration of non-traditional career choices.**

- **Support the development of flexible education and career goals for students, beginning in the elementary grades and continuing through middle and secondary grades.**

- **Provide support for innovative delivery models that provide flexible career pathways for students supported by strong academic and occupational course work.**

- **Support expansion of tech prep and clarify its definition to allow for meaningful evaluation. Tech prep should begin in earlier grades and articulation among the various grade levels should be enhanced. Its focus should remain on preparing students for further education and employment and attainment of occupational competencies. Its connections with work-site learning should be strengthened.**

- **Enhance support for integrating core academic and vocational curricula by providing educators better training on methods of integration and by providing incentives for academic and vocational-technical educators to integrate curricula.**

- **Support investment in state-of-the-art and emerging technologies in vocational-technical education programs in order to prepare students for the technologically advanced and highly-skilled workplace.**

- **Ensure that all students, regardless of gender, race, disability or disadvantage, have access to support services to assist in succeeding in quality vocational-technical education programs.**

- **Ensure that family and consumer sciences education is included as an essential part of a quality comprehensive vocational-technical education program because of its ability to strengthen families as educational learning partners and prepare students for the responsibility of balancing work and family life — an essential employability skill.**

- **Support vocational student organizations (VSOs) as key elements in quality vocational-technical education and in meeting national education goals and skill standards. VSOs must be supported at all levels of vocational-technical education, including allowing the use of federal funds to support their activities. These organizations are strongly supported by business and industry and are a proven source of educational and career guidance and information for students and educators. Support for VSOs should be a priority in vocational-technical education.**

IV. Governance, Leadership and Funding

Governance of vocational-technical education should remain within the educational infrastructure to allow effective reforms to continue. Efforts to integrate core vocational and academic instruction would be futile if vocational-technical education governance were transferred outside of education governing structures. The links between core academic and vocational curricula are becoming stronger and stronger — separating vocational-technical education from other education activities and decision-making would set back the improvements that are underway. The

result would be fewer quality programs and fewer students prepared to compete in the workplace. This does not mean, however, that education should operate in isolation. Working with governing entities for all areas of education and job training as well as the private sector is essential to the success of vocational-technical education.

Strong leadership must be provided from all levels of government to ensure a competitive workforce. Leadership manifests itself through the investment of dollars as well as qualified personnel at the federal, state and local levels. Teachers and administrators with strong educational backgrounds as well as experiences and relationships with the private sector help to ensure successful programs.

Federal funding formulas must ensure fair distribution of resources among geographic areas and between secondary and postsecondary institutions. The allocation of funds within states needs to be reconfigured so that funds are more appropriately distributed between urban, suburban and rural areas. Many rural areas, while less populated, have high poverty rates and a critical need for federal funds.

RECOMMENDATIONS:

- **Maintain state-level governance of the federal investment in vocational-technical education through the sole state education agency.**

- **Provide adequate resources at the state level for leadership development initiatives by allocating 20 percent of the state's allocation to state leadership and administration. State and local staff must be drawn from the ranks of experienced vocational-technical educators. State level expertise in relevant occupational areas is essential to enhance education reform efforts, provide cost-efficiencies in relating information from business and industry to educators and students, and to develop and implement skill standards.**

- **Adopt a funding formula for secondary programs that provides for fair distribution of funds among geographic and economic regions and is based on program improvement needs within each state.**

- **Distribute funds to postsecondary institutions by a formula that takes into account other factors in addition to, or as a substitute for, the number of Pell grant recipients, as well as institutions that do not charge tuition and vocational centers (including area vocational schools) that serve adults.**

- **Provide for state discretion, after fair hearing and consultation, in the division of federal funds between secondary and postsecondary vocational-technical education.**

- **Allow flexibility to change and adapt programs to local labor market and educational needs while ensuring those programs are held accountable on the basis of student performance, not process.**

- **Provide for a strong national network of State Occupational Information Coordinating Committees to provide labor market and career development information to connect vocational-technical education program planning to available employment and future labor market requirements. Keeping this activity in education rather than segregating it into the labor and job training environment will ensure the continuation of relevant, useful information flowing to educators and students.**

- **Provide leadership in curriculum development through the expansion of the services and funding of the National Network for Curriculum Coordination in Vocational and Technical Education.**

- **Strengthen federal support for vocational-technical education in the U.S. Department of Education through qualified staff with experience in administering quality vocational-technical education and providing meaningful technical assistance.**

- **Allow funds to be used for vocational-technical education programs for criminal offenders, which have demonstrated the ability to rehabilitate and thus reduce additional social costs and recidivism. To ensure that these needs are met along with the needs of other students in vocational-technical education, federal policy should stipulate a cap on funding for these programs, or should provide a separate stream of funding to support them.**

V. Accountability

Vocational-technical education must be held accountable for student performance and success, but accountability must be based on common definitions, common program elements and reliable data. Accountability should focus on the following general performance standards:

1. Placing students in appropriate employment and education in the context of economic conditions and based on student career plans and individual objectives.

2. Preparing students for careers and further education through a seamless educational system that does not categorize students as college-bound or work-bound.

3. Preparing students with the necessary employability, academic, and technical skills required in their chosen career fields.

Reliable and frequent data collection is essential to accountability. Uniform methods of reporting information, and the requirement that every state contribute information, will provide the details needed to assess the impact of federal support for vocational-technical education. Further, vocational-technical educators will be provided with the information needed to determine the effectiveness of their programs in serving all students and meeting the demands of the workforce. Having to rely on periodic assessments based on incomplete information, as currently is the practice, is wasteful and minimally informative. Research should be focused on improving teaching and learning that fosters student success.

RECOMMENDATIONS:

- **Build upon and strengthen the current system of performance standards and measures developed under the Perkins Act; support the development of measurements of academic and occupational competencies; and ensure that the progress of all students is measured.**

- **Develop nationally recognized voluntary skill standards and a system of certification that enables students to obtain employment in specific career fields.**

- **Support implementation in school curricula of skill standards developed cooperatively by industry, education and labor.**

- **Hold education accountable for implementing skill standards in a reformed educational structure and ensuring that students meet recognized criteria for obtaining credentials.**

- **Ensure that equity is an essential concern in preparing students, educators and the business community for the workplace. State administration and leadership is critical to the continued success of equity initiatives.**

- **Make student placement in appropriate employment or related postsecondary education in the context of economic conditions a principle measure of program success.**

- **Base performance standards on common elements, definitions, and reliable data. Clearly define terms such as vocational program, tech prep program, program completer and training-related employment.**

- **Establish methods to collect uniform, meaningful data from all states to provide useful and timely information for improving and adapting programs to prepare students for emerging occupations to meet the changing demands of the workplace.**

- **Focus research in vocational-technical education on techniques for enhancing teaching and learning that can be readily adapted to the classroom.**

With these priorities serving as guidance, and with the strong commitment that Congress and the Administration have demonstrated to ensure that vocational-technical education can continue to provide education and career opportunities for students, AVA is confident that effective legislation can be developed and implemented. AVA stands ready to assist in making this goal possible.

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American Vocational Association Recommendations for the Reauthorization of the Higher Education Act

The American Vocational Association (AVA) represents 38,000 vocational-technical educators nationwide. Approximately 25 percent of the AVA membership works in postsecondary education, as instructors and administrators in community and technical colleges and as professors and administrators in university education programs preparing future vocational-technical teachers. AVA members involved in secondary school programs also maintain a keen interest in postsecondary education issues because many of their students go on to pursue further education, either directly after graduation or later in life. It is because of the interests and concerns of our members about the quality of their programs and the needs of the students they serve that AVA provides these comments regarding the reauthorization of the Higher Education Act.

The following comments are presented as a beginning point. Throughout the development of amendments to the Higher Education Act, AVA will continue to work with its membership, members of Congress, congressional staff, the Administration, business leaders, and other education organizations to develop positions on issues in postsecondary education and provide detailed legislative language regarding specific initiatives.

Student Aid Eligibility

AVA agrees with the general view that the student aid programs work. Financial aid eligibility for students enrolling in postsecondary vocational-technical programs is an effective use of federal funds to assist students in obtaining high-quality education and making their own career choices. Whether a student attends a two-year program at a technical or community college, a four-year undergraduate program, or an advanced degree program, the choice of the type of program must be left to the student and must continue to include the option of vocational-technical education.

Further, it is imperative in reviewing student aid programs that eligibility for area vocational schools be retained. The structure of vocational-technical education programs varies from state to state. In some states, postsecondary programs are offered through area vocational schools. To ensure that states continue to have flexibility in designing their own delivery systems and to ensure that students have access to postsecondary vocational-technical education programs in their state, area vocational schools must remain eligible institutions.

While student aid programs are effective, program administration should be improved. Certain aspects of the student aid programs require extensive paperwork and result in increasing administrative costs. These mandates must be reviewed and streamlined. Meeting these weighty requirements at the same time that cuts are being made in education administration at the state and local levels is burdensome and draws attention away from program improvement and meeting students' needs.

Confusion also arises due to inconsistencies in calculating clock hours and credit hours. Students taking vocational-technical education courses are negatively affected by the treatment of clock hours in calculating Pell grant eligibility. The specific issue of clock hours versus credit hours is one element of a larger problem regarding college entrance requirements and the treatment of "applied" or vocational-technical education courses taken at the secondary level.

At a time when the workplace is becoming increasingly technological and more academic and technical skills are needed to secure work in a successful career path, it is short-sighted of colleges and universities to reject out-of-hand the use of vocational-technical education courses in meeting college entrance eligibility. Through the leadership of the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (P.L. 101-392) and education reform efforts around the nation, vocational-technical education programs are being successfully integrated with academic curricula to better prepare students for competitive career fields and further education. The relevance of these courses to their respective career fields and the demands of business and industry for students to develop technical as well as academic skills suggests that vocational-technical education is moving in the right direction to ensure students' success. It is time that college entrance requirements reflect the reality of the changing workplace, the integration of academic and vocational-technical courses, and the needs of students by recognizing vocational-technical education courses in determining entrance eligibility.

Tech Prep

Tech prep has proven to be a successful catalyst for creating linkages between secondary and postsecondary programs. Initially, the "2+2" concept was designed to link the last two years of secondary education with the first two years of postsecondary education to create a seamless education program that builds on academic and technical education begun in high school. Tech prep promotes the development of agreements between secondary and postsecondary institutions to coordinate their programs and assist students in obtaining the basic academic and technical skills needed in high school followed by more advanced skills obtained at the postsecondary level.

Until the passage of the School-to-Work Opportunities Act (P.L. 103-239), tech prep focused on the last two years of high school and the first two years of postsecondary education. Under P.L. 103-239, tech prep was extended to enable schools to include four years of secondary education in a tech prep programs. This expansion is critical to ensure that a solid foundation of academic achievement and the development of technical skills is emphasized for tech prep students.

AVA is pursuing the concept of extending tech prep beyond "2+2" or "4+2" to allow tech prep programs to include four years or more of postsecondary education. Many students of engineering, agriculture sciences, computer technology, and other vocational-technical education programs seek baccalaureate and graduate degrees. Enabling tech prep programs to include these postsecondary programs beyond the first two years will help to ensure that these students' educational experiences consist of relevant, high-quality academic and technical course work that prepares them to launch successful careers.

Professional Development and Teacher Education

As the demand for greater technical skills in the workplace increases, so too will the need for teachers who are capable of developing and implementing curricula that meet the academic and technical needs of students and employers. A great need exists for educators who have the expertise to teach vocational-technical courses. Potential teachers among our nation's youth and among the many experts in different career fields must be encouraged to go into teaching. Providing scholarships or loan forgiveness for students who seek vocational-technical teaching credentials as well as incentives for colleges of education to provide teacher training in vocational-technical education is critical to ensuring that students' and employers' needs are met.

In addition, incentives to provide work-based learning opportunities for teachers and work-based externships for students in teacher certification programs will bolster high-quality vocational-technical education programs. Professional development activities should stress methods of improving articulation from secondary to postsecondary education, integration of academic and vocational-technical curricula, and teacher attainment of workplace skills.

Through the Higher Education Act reauthorization, Congress and the Administration have the opportunity to broaden the postsecondary education opportunities for students, improve the ability of educators to serve students well, address parents' and students' concerns about the costs of postsecondary education, and help to ensure that the needs of business and industry are being met by our nation's postsecondary educational system. It is AVA's hope that these recommendations will serve as guidance to those drafting the legislation as well as those involved in implementing the programs. For more information, please contact:

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